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The Physical Educator
of
PHI EPSILON KAPPA

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THE PHYSICAL EDUCATOR is published in the month of March, May, October and December by Phi Epsilon Kappa Fraternity, a professional fraternity in physical education at Indianapolis, Indiana. *Entered as Second Class Matter at the Post Office, Indianapolis, Indiana, under the Act of August 24, 1912.*
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In the Editor's Corner

WITH this issue, we begin another school year of service, and continue our plan of introducing a few more changes designed to make the PHYSICAL EDUCATOR a better magazine.

Perhaps the biggest change outside of the layout, is that the Black and Gold, the fraternity news of PHI EPSILON KAPPA, which formerly appeared in the last three or four pages of each issue of the PHYSICAL EDUCATOR, will now be published from time to time in a separate brochure. This is in line with the recommendations of the Executive Committee at the Los Angeles Convention, and means (1) more coverage and better treatment of fraternity news, (2) four more pages for articles in the PHYSICAL EDUCATOR, and finally, (3) wider coverage and wider appeal there, in short, a more professional magazine.

We are continuing our feature departments, Teachable Dances, Book Reviews, Book Digests, and Who's Who in PHI EPSILON KAPPA. This latter department will be changed to "Who's Who in Health, Physical Education, Recreation, and Safety" beginning with the March issue. The coverage there will then be world-wide, and will include many persons other than fraternity members. Those honored will be selected from lists of outstanding men and women, using a list or set of criteria established by Dr. Karl Bookwalter.

For the most part, we have always had excellent articles, and these continue to come in with gratifying regularity. We still need contributions, however, in the area of health education, and safety education, as well as more short, practical articles especially pointed at the elementary and secondary levels, both boys and girls.

Judging by the responses of our readers, and especially the splendid increase in subscriptions as the result of a recent campaign, it would seem that the PHYSICAL EDUCATOR is meeting with a fine reception. While it is gratifying to have the secretary, Dr. R. R. Schreiber, order more copies printed almost every issue, your editor is often, figuratively speaking, like a squirrel on a treadmill; he engages in a great deal of activity, but often is not conscious of making much progress.

But you can help the situation. As a professional person, what are you doing to improve your teaching, or your contribution to young people and adults in your area? What are you worried about, or puzzled about in your field? What is your idea with respect to philosophy, to ethics, to morals in the field, and what is your stand or reaction to one or more of the many controversial questions we must face daily as we go about our work? All you have to do is share your problem or problems, your idea, or ideas, with the editor and our fellow readers. Let's have some of them. This part of the magazine is intended to be a sort of "catch-all" and short statements, or concise articles may even fit in here. Perhaps you might do an acceptable guest editorial.

At any rate, please remember that the secretary-treasurer of PHI EPSILON KAPPA is the only paid employee. The editor and the editorial board are doing what they can for the PHYSICAL EDUCATOR entirely as a professional contribution. They receive no salaries for their magazine activities, and are all employed full-time in other capacities, most of them in universities.

This means that whether they like it or not, they have no choice; the PHYSICAL EDUCATOR is an extra job to tackle when the present bread-and-butter job responsibilities are taken care of or completed. Consequently, if you don't find the artistic arrangement, the great variety in type and layout of many other magazines, and the numerous cuts and photographs, remember that almost all our efforts must of necessity go into our own professions. What time and energy can be spared from what is left over, is concentrated on getting good articles, with little left for the niceties which make some magazines so attractive.

Why not drop the editor a postal today, telling him what you especially like or dislike about the PHYSICAL EDUCATOR? Tell him why, and also make any suggestions you wish for future improvements, and future articles. Many of you will write suggesting we have more cuts and photographs in each issue. Did you ever try to get such material? It is most difficult, as the editor has learned to his sorrow, even after personal appeals to those submitting articles. But let's have your ideas, and your suggestions, so we may continue to improve the magazine, and help you more with your own problems.

We hope you had a pleasant and profitable summer, educationally speaking; and that you are starting the school year with renewed faith in children, in your profession and in democracy. Success and good luck in all your endeavors.

—C. O. JACKSON

The Relation of Postural States to Competitive Sports

C. L. Lowman, M.D.

SINCE experts differ sharply over the value of interscholastic competition at the elementary and junior high levels, I shall attempt to touch on the beneficial as well as the detrimental phases of such activity.

Growth and Development

First of all, the limits of the prepubescent and pubescent periods are not fixed, but extend anywhere from ten or eleven to sixteen or seventeen years of age. The growth and development at the pre-adolescent age is rapid and is, in fact the last speed up toward maturation. Structural, organic, social and psychological development is varied. Body tissues and cells are growing rapidly and, as pointed out by Murk Jansen*, are extremely vulnerable to injurious influences. It is for this reason that I wish to call your special attention to the postural and structural problems of this period.

Disproportions in height and weight, disturbances of physiological functions, nutritional faults and physical stresses on the growing skeleton all may affect the growth and development of the child.

The Problem

At present, approximately 50% of our young men are being rejected by the military services for physical defects and deficiencies. In spite of this school administrators and physical educators still continue to emphasize sports and athletics rather than health. Not health of the moment but health and physical fitness for at least ten to twenty years ahead. If this were done students would be able to serve their country, have a more effective middle life, and go into old age with markedly lessened degenerative changes in skeletal structures. No greater geriatric contributions could be made to the individuals involved and to future taxpayers than preventive action to reduce the cost of joint diseases in the aged.

An inventory of any elementary or junior high school will show an average of 60 to 80% of postural deviations. The percentage found depends on the skill of the examiners. The principal deviations are in the feet, legs and shoulder girdle. But 40 to 50% will have a lateral tilt of the pelvis which will cause many compensatory lateral curvatures of the spinal column.

Since the body machine is subject to the same bio-mechanical laws as an inanimate machine, we may think of the bony structure as the shafts or working parts, the joints (where these parts articulate) as the bearings, and the muscular system as the motors that make the machine go.

We are all familiar enough with automobiles to understand what is meant by "wear and tear." But teachers of physical education and coaches often think in terms of muscle action or motors, rather than of joints or bearings. This "wear and tear" element is definitely proportionate to the alignment of shafts and bearings. Hence structural deviations of skeletal parts, as evidenced by postural faults, indicate muscular insufficiency in the antigravity muscles, faulty neuromuscular habits, as well as hereditary factors and environmental stresses which act on the maligned body machine.

Structure and function go hand in hand. Physiologically, there must be organic adequacy and integration in order to handle nutritional, biochemical and psycho-motor needs. Therefore we must appreciate that postural deviations may in part be responsible for organic imbalances. For example, take the effect of kyphosis and forward head on cardio-respiratory function.

Structural Growth

In making the analogy to an inanimate machine we should recognize one notable difference—growth. Structural growth takes place in the epiphyses or growth centers (the growth plates at the ends of the long bones), and the ossifying centers in the irregular bones of the skeleton. These centers appear at various ages. They are under the influence of the glandular system which regulates their growth and ultimate cessation of growth, which in turn indicates maturation and the final physical stature of the individual. Growth cartilages at the adolescent age are under maximum stimulation and are very sensitive to stress and trauma. Therefore, according to the dictum of Jansen, the bones of legs and spine that bear weight are the most vulnerable.

This vulnerability is increased when height or weight (or both) are disproportionate to the physiological age and when asymmetrics of alignment in body segments exist. For example: increase of gravittal stress in the presence of a lateral pelvic tilt (a short leg or another cause may be responsible for this tilt).

When, in the presence of rapid growth, postural faults also exist, the addition of further stress from athletic activities (especially in inter-scholastic competition) increases the possibility of injury to

* *Enfeeblement of Growth,* Murk Jansen, Leiden, Holland.

these growth cartilages as well as to the joint components (ligaments, lining, cartilage and muscle attachments).

Day-After-Day Trauma

Most coaches and teachers as well as parents find it difficult to see anything but the child's outward appearance. They do not realize that growth is work for the organism, that it is stepped up at this age, and that the strength of the muscles has not kept pace with the growth of the skeleton. Nor do they realize that there is excessive demand on all the organs to keep pace with demands of ordinary activity and growth. When those demands are greatly accelerated by participation in activities such as weight lifting, basketball or football, the metabolic factors of the whole organism may suffer.

The occurrence of acute traumatic episodes such as fractures, dislocations, sprains, strains, muscle and ligament tears are not the major issue. It is the *minute day-after-day trauma* to the growing skeleton, and increased stresses on the cardio-respiratory mechanism and other organs that should be taken into account. The mental and emotional stresses of this highly sensitive period should also be considered seriously if degenerative changes from wear and tear results that appear in later years are to be avoided.

After School Year

Frequent results of this wear and tear that physicians and orthopedists note in the *post school* years are early signs of arthritic changes in and about the joints, slipping or displacement of femoral epiphyses, osteochondritic sequelae in spine, upper tibial growth plate (Schlatter Osgood syndrome); neuritis and muscle soreness in shoulder girdle area, sciatic and low back symptoms, and leg aches and cramps.

We recognize the social values of play and group activities, and the satisfactions of belonging so recommended by psychologists; also the value of sportsmanship in training for good citizenship, the satisfaction to the ego in taking part, and the relation of coordination to the developing personality.

Health Insurance

Would it not be excellent health insurance for pupils' later lives if more careful attention were also given to their posture status in relation to contact sports and heavy physical activities? Since schools resquire a certain number of credits as fundamental training in other branches of education for graduation, why should they not also weigh the need for fundamental training of the body in physical education?

Certainly, those school administrations that try to build up school prestige by spending the taxpayer's money for facilities, equipment and costly personnel to train the select few for athletic interscholastic competition, yet fail to give adequate attention to present and future health needs of the less fortunate many, are inconsistent in their educational policies. I feel that all physical educational activities especially individual and team sports, dancing, rhythms, track and field, as well as swimming can become part of a conditioning process and can be adapted on a developmental basis.

I once asked a famous coach in a California University his opinion of the emphasis now being placed on athletics in the lower grades and high schools. He replied that every year many boys reach him who have gone so stale from overtraining in high school that he cannot use them.

Recommendations

We recommend then, at the elementary and junior high age levels, exercises and activities which tend to align the body segments and strengthen the antigravity musculature. These exercises should be done from positions that are basically therapeutic, such as those of recumbency and sitting cross-legged. Exercises in water, when facilities permit, are especially valuable, because in water the gravittal stress is almost completely eliminated. Certain strokes, such as the double back stroke with a frog kick, have equal value to eight special anti-gravity exercises used out of water.

In short, we favor a policy of modification of activities which will help the great majority of children who have malalignments, and will be of added benefit to the physically elite. The balancing of the opponent muscle groups which put the body segments in line, will prepare a greater number of boys and girls for the more strenuous muscle building activities of the later high school period, and will eliminate or minimize for many the wear and tear stress on vulnerable structures during this last stage of accelerated growth and development.

Let us not exploit human material for the purpose of improving a school's prestige or a coach's status. We urge school administrators, sports writers, service club members, including those of the Parent-Teacher organizations, to give heed. They should help, not hinder, the efforts for improving present health and future efficiency which will be so necessary in the difficult years ahead of the present generation. It is today's boys and girls who must carry on the torch of healthful living and effective citizenship. As a first step we strongly recommend that every school, and every school district form advisory councils composed of health workers, physical educators, parents and teachers to study and act on the problem.

Questions and Answers on Dr. Lowman's Talk

Where can I get written reports of medical research which show that "little league baseball" and similar activities are harmful to young boys?

Read the article "The Vulnerable Age" in J. of HPER., 18: 9 (November, 1947)

How can we educate the community on the ill effects of over-participation in competitive sports?

Work through the Parent-Teachers groups and similar organizations, using charts, pictures, and demonstrations to show that young people are not physiologically conditioned or ready for the emotional strains and the physical stresses of competitive sports. We must be diplomatic and tactful.

Are teachers taught enough in college to carry on a good remedial program?

No, generally speaking, even those trained in health and physical education seldom spend enough time on kinesiology with its practical implications.

Does the average school doctor know enough to help with the corrective work?

No. The physical educator should know how to approach the doctor and by questions, get him to understand the problems. Have the doctor appear on P.T.A. programs and at community meetings so he will gain a new appreciation of what is involved. We need the help of the medical profession and must get closer to them.

How much corrective type of training would be necessary for the average physical educator to conduct a worthwhile program in this area?

Earlier work was based on carefully selected exercises, many of them non-gravity ones. First, make an inventory of the material (pupils). Those with three or more postural defects need special work (pool, lying down, etc.). Select the best activities from the therapeutic shelf. Modify the activity and adapt it. If there is no corrective department, take similar cases out of different classes and put them together. The instructor should know how to do all of the above, as well as have the right kind of personality to deal with his pupils.

To what teacher or group of teachers falls the responsibility of teaching proper body alignment of their pupils?

While this is primarily the job of the trained person in this area, every teacher should have an eye for proper alignment and know the simple techniques necessary to diagnose poor posture. In-service training in this area would be helpful.

How can you deal with the problem of motivation year after year, and day after day, for this program in corrective and remedial work?

Motivation should be on a natural basis. Make a game out of it whenever possible. Condition and motivate the students through pleasant experiences and appealing concepts. Make them conscious of "an athletic appearance" i.e. better posture, and "womanly glamour" again, better posture. Make it as interesting as possible. Help them to understand their individual needs and how they may be met.

Are properly fitted school seats provided, for the most part?

Yes, in most cases. However, the important thing is to show and teach correct seating and posture for each individual. There must also be frequent checks to make sure the seat has been adjusted properly, bringing in the teacher, the custodian, and the pupils.

What can be done to help the fat pupil?

This person needs special understanding. Remember, the responses are slower than the "lithe" type individual and make adjustments accordingly. Try to find out more about him. It may be a glandular case, but more likely, is simply a case of over-eating brought on by attempts at a variety of compensatory adjustments.

Will deep knee bends hurt the average boy?

This depends on the individual body type, and the amount of malignment which may be present A tendency toward injury and trauma are present, if the activity is practiced over a long period of time.

What percentage of the physical education time should be given to body mechanics and development?

A short period of effective exercises utilizing the large muscles should be given every time the class meets. The teacher is guided by his own education and resourcefulness as to the amount of therapeutic work given. Work on fundamentals and add corrective principles. Use stunts or even dance, up to the late elementary level.

Use many lying exercises, because you don't always know about the heart. It is important that there be little muscle strain at first. Use heavier and heavier muscle activity. Don't call it "corrective" but make it a privilege and an opportunity for extra help.

Based on a summary by
VINCENT V. MOTTOLA,
Los Angeles.

Individual Remedial Physical Education

Grover W. Mueller and Dorothy R. McQueen

A PROGRAM which began quietly in the fall of 1946 in four of our Philadelphia Public Schools is slowly but surely commanding the favorable attention of administrators in general, and of members of the health and physical education profession in particular. This is the individual remedial physical education program, which is designed to improve or correct remedial defects such as kyphosis, lorodosis, weak feet, weak musculature, dysmenorrhea, post-polio conditions and others.

In this program we see implemented many of the principles in our philosophy of both general education and of physical education, principles to which we so frequently give mere lip service. Among these applications are—

1. Diagnostic tests at the outset.
2. A program which meets individual needs.
3. Provision of adequate facilities, equipment and personnel, and individual roster adjustment for this program.
4. Establishment of an efficient, coordinated and enthusiastic team composed of the school physician, school nurse, remedial teacher, general faculty, students, parents, family physician, and interested orthopedists in the city—all of whom are interested in the welfare of the child.
5. Provision of periodic supervision of procedures and of evaluation of progress by public school medical personnel and by representatives of the Division of Physical and Health Education.
6. Provision for evaluation of improvement by the school doctor at end of school term, followed by individual recommendation for dropping or continuing the program.
7. Provision for cooperation by the entire faculty.
8. Provision for the establishment and maintenance of a good attitude toward the program.
9. The establishment of a basic guiding principle for the remedial teachers.
10. Provision for in-service growth of the remedial teachers.
11. Provision for experimentation and pioneering by the remedial teachers within sound limitations.
12. Provision of books on remedial physical education for teacher reference.
13. Provision of forms for recording and reporting which facilitate the administration of the program.

Our diagnostic tests take place in connection with the complete physical examinations, which are required once every two years for every pupil in the Commonwealth of Pennsylvania. When remediable defects are discovered, the examining physician makes appropriate entries on a form which was devised cooperatively by the remedial teachers, physicians, and nurses.

The form includes a list of specific defects which can be quickly checked by the physician. It provides for entries covering original specific recommendations, and subsequent findings in connection with the periodic evaluations.

The School Physician Examines the Child in the Presence of a Parent in the Cooke Junior High School

Under the heading "Recommendations," there is space for the physician to indicate the cause of the defect and the measures recommended for removal of the cause and improvement of the defect. The reverse side of the form is devoted to height-weight records, attendance record, roster assignments, and other pertinent information which the remedial teacher may need.

The filled in diagnostic forms are sent to the remedial teacher, who uses them as the main source from which to select the cases to be sent to his classes.

The program meets the individual needs of pupils in the following ways—

1. Classes are small to permit the teacher to devote individual attention to each pupil.
2. Pupils are grouped homogeneously on the basis of similar defects, so far as is possible.

3. The teacher and the school doctor select the specific activities for each pupil from material which has been prepared or/and approved by the Division of Physical and Health Education and the Division of Medical Services, cooperatively.
4. Contra-indications, if any, are entered on the individual's diagnostic form by the examining physician.

Adequate facilities, acceptable personnel, and roster adjustment are assured because they are prerequisites for the introduction of the program in any school.

The room must be pleasant with good light and ventilation, and adequate space. A teacher, to be selected for this service, must be sympathetic, interested in individuals, accurate in keeping records, enthusiastically desirous of achieving results, capable of professional growth, and must have demonstrated the ability to cooperate with other individuals and groups.

The principal must be willing to approve the roster adjustments which are necessary to make regular participation by pupils possible.

Unique in this program is the teamwork of the school physician, nurse, and remedial teacher. This is due to the close harmony which exists between the Division of Medical Services and the Division of Physical and Health Education, and to the indoctrination meetings which are always held in schools when a program is to be inaugurated. At these meetings experienced nurses, physicians and teachers of on-going programs meet with the neophytes who are about to begin programs. Supervisors and administrators are also present and, as a result, many successful techniques, procedures and ideas are interchanged. For example, one teacher may describe the correspondence carried on with family physicians and orthopedists whose patients are enrolled in remedial classes; another may mention the special remedial period conducted for interested members of the faculty; and still another may describe how conferences with parents are arranged.

Periodic visits and evaluations by the school physician are valuable in several ways. Pupils are stimulated to greater effort; cases are promptly terminated when correction has been effected while other cases are dropped just as promptly when it is thought no benefit is being derived; and the remedial teacher is aided in self-evaluation and in appraising the effectiveness of the program.

The interested cooperation of the entire faculty is obtained by acquainting them with the purpose of the program, by describing techniques and procedures to be followed, and by keeping them informed of the results achieved. All teachers are asked to be on the alert for undiscovered cases, and are urged to refer these to the school physician for further examination.

In some schools, forms are given to teachers to be checked as they observe the postural habits of remedial class cases. This provides the remedial teacher with helpful information.

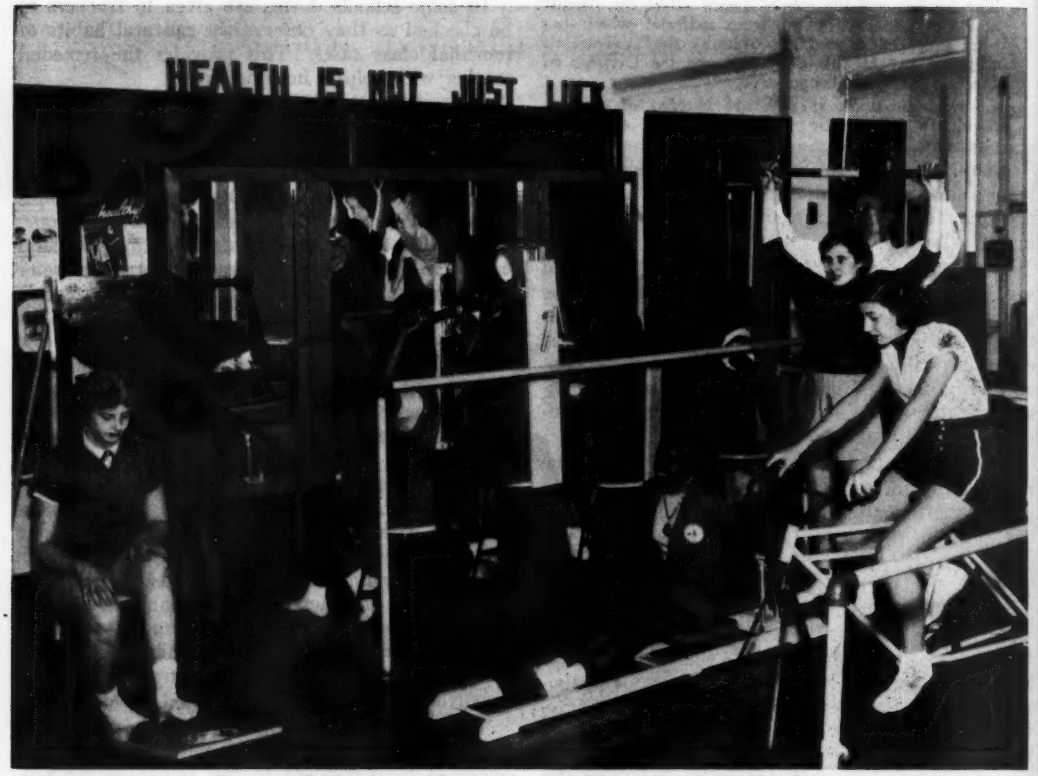
Interested art teachers provide posture charts and posters; shop teachers assist by making supplementary equipment used for motivation; health education teachers arrange class visits to the remedial room; sponsors of photography clubs assist in taking and developing pictures for purposes of motivation and evaluation; and physical education teachers in the regular program refer weak musculature cases to the remedial program, all of which makes this an integral part of the whole school program.

Development of a proper attitude toward the program is an accomplished fact. The fear in some other communities that a stigma might be attached to enrollment in remedial classes is prevented by a planned introduction and interpretation to students, parents, and faculty at the start of the program in each school. Individual conferences with pupils, letters to parents, and an interesting twenty-minute film of the program in action are among the techniques used. Emphasis is placed on the fact that the number in need of such a program far exceeds the number which can be served. Consequently pupils and parents quickly recognize that this is a rare privilege and opportunity which is being offered them.

In our basic guiding principles we have included the following points which remedial teachers are expected to implement to the fullest extent possible—

1. Roster only those cases which have been referred through the school physician.
2. Assign each pupil to a daily period of remedial activity.
3. Use only those activities which have been approved by the Division of Medical Services and the Division of Physical and Health Education, and the specific activities prescribed for each individual pupil.
4. Exclude scolioses cases except those specially selected by the school physician and/or family physician, and/or orthopedist.
5. Enroll only those who are interested in self improvement, and who have parental permission.
6. Keep accurate records.
7. Arrange for all evaluation to be done by the school medical services personnel.

Periodic meetings attended by all remedial teachers have been responsible for the in-service growth of teachers working in this area. It is in these meetings that new literature, books, and articles in the field are discussed, new techniques and procedures are evolved, meetings and programs in the area are announced, reports of summer school experiences and clinic visitations are given, committees are appointed to do further research in specialized areas, and plans are made for reme-



Some of the Ingenious Devices Invented by many of the Teachers

dial programs at conventions and professional meetings.

Our teachers are constantly encouraged to pioneer and experiment, provided that they adhere to the established basic principles. As a result, several of our teachers have invented a number of motivating devices that are so ingenious and practical that they are now being produced for orthopedists and orthopedic clinics by commercial houses. Such encouragement maintains enthusiasm in the teachers, it brings about a continuously improving program for the pupils, and it gains the respect and support of physicians and educators.

Each teacher is supplied with a selected library and this has proved to be an excellent means for professional growth.

A helpful contribution by the remedial teachers has been the development of forms and letters. These have been printed, are now official and facilitate the organization and administration of the program. Among these are a letter to parents, a letter to the family physician, an attendance and roster record form, a pupil pass for excuse from other classrooms, memoranda slips, diagnostic forms which include case history, and evaluation forms.

This is a program which is highly satisfying to the participating teachers, for in it they can actually see the encouraging results of repeated, continuous, supervised effort, and they receive many expressions of gratitude from pupils and parents for the improvement achieved. Many representatives from other cities have come to observe our program, and in some cases have sought our assistance in establishing programs in their own schools.

We do not pretend to have all the answers, we have much to learn, but we are constantly moving ahead. The remedial teachers in Philadelphia refuse to stand still.

Physical Education and Research

S. C. Staley

ONE of the more striking trends in American life during recent years has been the developing interest in research. This research interest has developed to the point of penetrating most human affairs.

It may be pointed out that most, if not all of our larger industrial organizations are conducting elaborate programs in research. Similarly, there are great programs of research going on in all branches of agriculture. Many, if not most of our larger commercial organizations carry on extensive programs of research, and in the field of communications and transportation, we also find great research programs. In the military world, too, there are vast programs of this order.

And so it goes for all other areas of life activity. These programs are being sponsored, financed and conducted by many varied types of private and public organizations. A quick survey shows that industrial companies, agricultural groups, manufacturing associations, commercial concerns, trade associations, public utility corporations, education units (notably the universities), national, state, and local government agencies, special research institutes, public service foundations, labor unions, and social agencies all support such projects.

The above discussion must make it clear that the nation has not only accepted the concept of research but is spending great sums of money, time, and effort in carrying on the work. Moreover, there is every indication that the pattern will continue. We are moving into an era in which research promises to play a more important role in most if not all of the more significant aspects of life.

What Is Needed

What is the need for research in the field of physical education? Anyone who has experience in the field surely knows the answer. The need is tremendous and pressing. There are literally thousands of unanswered questions relating to the subject which professional workers, by virtue of their office, could and should attempt to find answers for or, at least, find better answers than those now available.

The following list of questions and problems will serve to indicate the range and variety of many of these problems.

1. What are the cardio-vascular effects of each sport, dance, and exercise activity?
2. What is the correlation of body type to participation in different types of sport, dance, and exercise activities?
3. What sports should elderly men participate in?
4. What is the correlation between quality in performing sports and quantity of participation?
5. What proportion of the leisure time of people is devoted to sports, dance, and exercise activities?
6. What is the history of life saving (in the field of aquatics)?
7. What knowledges, skills, attitudes, and conditions should be included in a test for certifying teachers in physical education?
8. How does posture relate to personality?
9. What is the effect of gymnasium posters on participation in sports, dance, and exercise activities?
10. How useful are dry land swimming exercises in teaching beginners to swim?
11. What is the work load of college teachers of physical education?
12. What are the relative merits of exercising indoors and exercising outdoors?
13. What events should be included in a motor ability test for college freshmen?
14. Why do people enjoy participating in sport and dance activities?
15. Is interschool competition in sports desirable at the elementary school level?
16. How much money do individual participants spend in participating in each sport?
17. What are the effects of weight lifting on body flexibility?
18. What are the effects of participating in strenuous competitive sports on life expectancy?
19. How much time and money do people devote to witnessing (spectating) sports?
20. What are some of the more effective motivational technics in teaching sports, dance, and exercise activities?
21. What are the effects of smoking on performance in different types of sports?
22. What is the preferred warming up procedure for each particular sport?
23. What is the per student cost of conducting an effective high school program in physical education?
24. What are the preferred exercise prescriptions for improving or ameliorating each of the several common types of physical handicaps?
25. What is the nature, quality, and amount of sports, dance, and exercise literature currently published in the U.S.A.?
26. What is the preferred surface for school playgrounds?

Research in Physical Education

What is the situation with regard to research in physical education? This raises a number of subordinate questions, notably: What is the history of research in this field? How much research is being carried on at present? What types of investigation are securing the most attention? How significant and consequential is the current product? Where is it being done? And, who is doing it? The present paper is not designed to deal

with this topic in a full or detailed manner. The following observations, however, are pertinent to the issue.

Historical Background

A review of the literature makes it clear that, in this country, research in physical education has been carried on more or less continuously since about 1880. However, as in the case of research in general, there has been a material expansion in the past quarter century. This is evidenced by the fact that the Research Quarterly, a periodical devoted to reporting research in physical education and related subjects was founded in 1930, and has been in continuous publication since that date.

It is not possible and, as a matter of fact, it is not necessary to make a detailed report regarding the amount, kinds, and quality of research being carried on at present and, likewise, where it is being done, and who is doing it. It will serve our purpose to point out that during the past 22 years the Research Quarterly has published from 30 to 40 research reports annually. It may be noted, too, that, as reported by T. K. Cureton, a total of 420 doctors' theses and over 4,000 masters' theses relating to this general subject were produced during the period 1930-1946. And, during these years, there were other reports of other studies in other publications.

At first glance the report given above seems impressive and respectable, and in some regards it is. A careful appraisal of the materials, however, makes it necessary to qualify this preliminary observation. A very high percentage of studies reported are master's theses and, for very obvious reasons, studies of this order are definitely limited in scope. Then, too, many are of the survey type and, thus, do not deal completely with "grass roots" problems. All in all, when we remind ourselves of the great number of unanswered questions facing workers in this field and compare this with the amount, kinds, and quality of research going on we can only draw the conclusion that efforts in this direction are not commensurate with the need.

Place of Research

Of the several types of institutions carrying on programs in physical education—the elementary school, the high school, and the YMCA, the only type, carrying on research programs at present is the University, and even here it is limited almost exclusively to those few institutions carrying on programs in graduate study. No one knows the facts but it seems safe to say that the number carrying on significant programs does not exceed forty.

It may be pointed out that in order to carry on a satisfactory program in research certain basic facilities, equipment, and services are absolute essentials. These are: a library, reasonably well stocked with up-to-date publications; a laboratory, reasonably well outfitted with modern equipment; a study center or work shop, reasonably well supplied with essential accommodations; and with all a modicum of services. Here again, we do not have objective data, but the writer ventures the guess that the 400 plus institutions offering professional training (the type of institution which has a particular responsibility for carrying on this work) less than 50 have adequate libraries, less than 10 have adequate laboratories, and less than 20 have adequate study centers.

Personnel

As everyone knows, research, and particularly fundamental research, requires very special talents and abilities. There are exceptions to the rule but, in terms of present day conditions it may be said that they are possessed mainly by those holding doctor's degrees. Here again, we do not know the facts but general knowledge leads to the conclusion that the total number of people with such degrees employed in the field, and thus qualified to carry on this work, is something less than 200. And the number qualified to carry on basic research is certainly less than 100.

Research work, like any other kind of work, requires time; high grade research work requires great quantities of time. The non-research work load of most professional workers in this field (in administering budgets, supervising programs, teaching classes, counseling students, coaching teams, organizing affairs, promoting events, carrying on public relations, serving on committees, arranging the purchase and maintenance of facilities and equipment, giving public lectures, etc.) is so great that many of those who have the ability and desire to carry on research do not have the time to do so. We do not have the facts to support the statement but there is every reason to believe that the great majority of college workers in this field work from 50 to 60 hours per week and, furthermore, most work 45 or more weeks in the year. Professional workers faced with this kind of a work schedule cannot be expected to top it off with work in research.

Lack of Evidence

Today as in the past, most of the arguments advanced in support of physical education stem from wishful or speculative thinking, not scientific fact. This lack of scientific support has not materially handicapped the development of this program in the past but, in view of the conditions mentioned earlier, it could be a serious handicap in the future. A society, schooled to think in terms of objective evidence, in all likelihood, will be dis-

posed to demand more substantial proof than mere affirmation.

In reviewing the literature of physical education we find a vast array of statements and/or assumptions that this program can or does contribute to producing many desirable results. For example, some of the more common outcomes and objectives mentioned in connection with the program are organic vigor, mental health, physical fitness, character, personality, leadership, poise, posture, agility, flexibility, endurance, body beauty, sports performance ability, leisure time usage, recreation, military preparedness, correction of physical defects, and sports appreciation. Yet, when we look for the supporting evidence we find that it is singularly limited, if not entirely lacking. The program of physical education can or cannot produce these results and we ought to learn the facts. The one and only sure way to do this is through research. Apart from our own personal stake in this matter, it should be borne in mind that physical education specialists, like all other specialists, have a tacit if not a real responsibility for uncovering the truth.

The Situation

The matter stands out in bold relief when we compare the outlook and activity of the staff of a typical university department of physical education with that of other university departmental staffs.

The Champaign-Urbana campus of the University of Illinois includes a total of approximately 65 major academic departments and specialty divisions. In all, save three or four, research is a major consideration. This research point of view is evidenced in making faculty appointments, in giving faculty promotions, in faculty conferences, in curricula offerings, and in budget distributions. It is further evidenced by the fact that each, in addition to carrying on the normal departmental functions of administration, advisement, teaching, public relations, etc., also carries on an extensive program in research.

All of which is in sharp contrast to conditions found in the department of physical education for men. Here we find that in the minds of the great majority of staff members research is of little consequence. The prevailing point of view is expressed by the fact that the great bulk of faculty time and energy is devoted to administration, guidance, teaching, promotion, coaching, and related matters and, comparatively, very little to research.

The point of difference here under discussion also comes into focus when we compare the conference programs of our national physical education groups with the conference programs of other national professional groups. The great preponderance of papers presented at national meetings in physical education and the great bulk of professional literature in this field is devoted to matters of organizational arrangements, operational principles, activity rules, technics, and strategy, and teaching or coaching methods. In contrast, the great majority of papers presented at the national meetings of most other professional groups and, similarly, a large share of the literature sponsored by these groups is devoted to reporting scientific investigations and scholarly studies.

Any university physical education specialist who has doubts about the difference referred to here is invited to make a comparative study of the perspective and behavior patterns of the members of his own department with those of one or more other departments found on his own campus. Or, as an alternative, make a proportional study of the number of scholars and researchers in his own department with those of one or more other departments.

What Can Be Done?

What can or should professional leaders in this field do about increasing and improving research activities? There are, of course, many approaches to the problem, and undoubtedly, many approaches need to be made. Careful analysis of the situation suggests, however, that professional training institutions not only provide special opportunities for dealing with this matter but have a special responsibility for doing so. For these institutions the following measures seem to be both promising and practical.

1. *Reorganize or, better yet, expand the staff* so it includes a small nucleus of highly qualified and highly interested research workers. It must be remembered that the job of carrying on and/or directing research requires very special talents and abilities and any institution which proposes to carry on a program of this order must provide qualified and interested workers. Leadership is just as important in conducting a program in research as it is in conducting any other type of program.

2. *Give positive consideration to research activity* (as evidenced by published results) in making staff appointments, in giving rank advancements, and in giving salary increases. This should have the effect of improving the faculty's attitude toward research, and at the same time stimulating a more widespread participation in research.

3. *Adjust the work assignment of staff members* who have the talent and desire to engage in research so they will have time to do it. It was pointed out earlier that the great majority of physical education personnel are overburdened with work and, further, that with few exceptions their time was devoted exclusively to non-research affairs. Since research takes time it only follows that, if a department is to sponsor a program of this order, an adjustment must be made in staff assignments to provide time for doing it.

4. *Provide reasonably adequate research facilities,* equipment, and services. Research in physical education, like research in any other area, requires certain basic accommodations, tools, and correlated assistance. The

needs vary with the type of research carried on but the basic essentials for a general program consist of a library, a laboratory, and a study center, each equipped with certain particular materials and provided with certain basic services. All or some combination of these facilities, equipment, and services must be provided to carry on this work.

5. *Reorganize the professional training set-up* in physical education so as to make it possible for some students who possess the necessary talents and interests, to secure a better scientific and scholarship foundation than the present plan provides. The principles and technics used in research are such as to require the participant to be soundly grounded in scientific and scholarship materials and methods. Most of our present day undergraduate curricula in physical education do not provide adequate amounts of this type of training. As a result the great majority of students in this field on becoming graduate students are very poorly prepared to participate in any investigative type of study program.

Implementing the Plan

The plan might be expanded by:

(1) Setting up two curricula at both the undergraduate and graduate levels; a standard curriculum and a "special curriculum." (2) Setting up one standard curriculum at both levels but permitting "special route" substitutions. In both cases the standard curriculum would include the usual list of courses and would constitute the program taken by the great mass of students. The "special curriculum" and the "special route," on the other hand, would include a substantial number of courses in the areas of science, mathematics, statistics, research technics, and investigative experience, and would be open only to students who possessed the needed abilities and interests. An arrangement of this order could contribute to improving the overall research situation.

Those institutions which set up special options of the type described, by the very nature of things, would be required to initiate research programs or expand existing programs. In any case, it would have the effect of increasing the overall research effort and, of course, the total research product.

The special options should produce a moderate number of trained research workers. It is to be assumed that, in due course, these individuals as employees in physical education would be disposed to foster and carry on research.

The special options, in time, should exercise some influence in improving the standard curriculum. This could have the effect of improving general professional appreciation of the importance of research and the need for applying findings.

In the past, most physical education teachers and administrators held the view that workers in this field had little or no responsibility for carrying on research. The common point of view was that the responsibility rested elsewhere, notably with workers in the fields of anatomy, physiology, psychology, sociology, and education.

This point of view is neither sound nor professional. It is to be assumed that other professional groups can and will carry on research studies of great importance to physical education. At the same time, physical education workers should recognize the fact that they, above all others, are best acquainted with the problems in this field and, by the same token, should be the best prepared to solve them. Apart from this it should be borne in mind that, by common consent, every professional group has a responsibility for pressing back the frontier of knowledge in its own area of service. It only follows that physical education workers, too, should accept this responsibility.

OPPORTUNITY

They do me wrong who say I come no more,
When once I knock and fail to find you in;
For every day I stand outside your door
And bid you wake, and rise to fight and win.

Wail not for precious chances passed away!
Weep not for golden ages on the wane!
Each night I burn the records of the day—
At sunrise every soul is born again!

—Walter Malone
Bulletin Delaware AHPER
September-October 1951

EIGHT DO—MORES

Do more than exist — *live*
Do more than touch — *feel*
Do more than look — *observe*
Do more than read — *absorb*
Do more than hear — *listen*
Do more than listen — *understand*
Do more than think — *ponder*
Do more than talk — *say something*

—John Harsen Rhoades

Inclement Weather Activities

Deane E. Richardson

WHAT happens to the physical education program during inclement weather? What physical education activities are included in the senior high school program during bad weather? These questions were answered last spring by 201 physical educators representing 135 California secondary schools. These schools were selected so as to attain a representative sampling. Care was taken to include schools from northern, central, and southern California, from the coastal, valley, desert, and mountain areas, and from the large, medium, and small-sized schools. The average daily attendance in these schools ranged from ten students to over 5,000 students.

It is thought that the results revealed in this study are typical of the situations existing throughout the country, as the thousand mile length of the state embraces practically all types of climate found in the United States. These include the desert regions, the warm coastal and valley areas, the freeze-and-thaw areas in the foothills, and the eight to nine months-a-year snow sections of the Sierra.

Effect of Weather

Approximately one-half of the respondents indicated that their programs were hampered by bad weather amounting to more than 10 per cent of the school days. In reality, the situation is much more acute than those figures indicate, as most of the respondents in southern California indicated that rain caused little or no time to be lost in teaching their outdoor classes. In looking up the record it was found that the entire yearly rainfall in Los Angeles last winter was only half of the normal fall. If the answers could be re-submitted this year, an entirely different story would be told, as more than four times last year's amount of rain has fallen during the month of January. One school in the Sierra reported that inclement weather prevailed 70 per cent of the school days. This situation reveals that there is sufficient inclement weather to warrant attention and planning on the part of physical educators.

It is interesting that 69 per cent of the senior high schools do not have adequate indoor area to conduct a complete uncombined program. The usual pattern in California is one gymnasium inadequate to serve the needs of both boys and girls.

Activities

The respondents were asked to indicate what activities were included in their inclement weather program. Three out of four men included mass games for boys only. Co-educational games and dancing were included in only 30 per cent of the schools reporting. This figure clearly indicates that even though co-educational activities are desired by the majority of the older students, male physical educators seem to be reluctant to move into this area.

Rhythms have long been neglected by men teachers in planning their secondary school physical education programs. In rhythms lies one of the golden opportunities to sell physical education to the students, parents, teachers, and to the community. It has been found that the secret in promoting a successful co-educational rhythms

program is active participation by the male teacher. If he will demonstrate steps or movements with the woman physical education instructor, the boys will accept the procedure as "the thing to do." Conversely, reluctance upon the part of the man will be immediately sensed and followed by the boys.

Classroom Use

Forty-four per cent of the instructors employed the use of classrooms for physical education instruction and stated that they found it to be most beneficial and productive. The classroom activities embraced sport films and slides, rules and knotty problems discussions, a study of the Olympics, and meetings of the sports club. Many stated that they would like to use this method but no such thing as an empty classroom existed in their school.

Substitution

One-fourth of the respondents included the teaching of health instruction during inclement weather.

This was an interesting response, as it contrasted with the answers to a philosophical question asked of the directors of physical education of California colleges, and the California county and school district supervisors of physical education. This question concerned the desirability of giving health instruction during the inclement weather physical education period. All 22 college directors and 29 of the 40 supervisors said that health should not be taught incidentally, as it is too important a subject to be taught on a hit and miss basis.

Fourteen per cent of the respondents taught no physical education classes during bad weather and their charges were sent to the study hall. The author seemed to sense a feeling of guilt on the part of some of the instructors, but a few justified their actions because they had neither a gymnasium nor a vacant classroom. A couple of instructors stated that their school possessed no gymnasium, no vacant classroom, and no study hall!

One respondent said that on rainy days, the boys held class in the gymnasium and the girls went to study hall. Who wears the pants in that physical education family?

Some Solutions

The senior high school physical educators indicated other ways of solving the weather problem. Some of their methods showed resourcefulness, and other practices might be open to question philosophically speaking. A few used the elementary school gymnasiums which made the investigator wonder what happened to the compulsory elementary school physical education program. One enterprising instructor ran his boys under an outdoor covered corridor. Some mentioned that they used empty classrooms for tumbling and gymnastics, and several others conducted a testing program.

Lectures by outside speakers and audio-visual programs unrelated to physical education were presented by a handful of the respondents. Exhibitions were scheduled by some and a few schools took the boys roller skating and bowling on rainy days. Certainly bowling is a good activity to include in the program because of its high carry-over content.

Summary and Recommendations

The facts indicate that sufficient bad weather exists to warrant the planning of an indoor physical education program. Though no cut and dried program can be adopted by all as no two schools have the same existing conditions, a give-and-take attitude should be developed between the men and women physical educators in order to fully cooperate in the use of facilities. It is the hope of the author that perhaps a few of the practices mentioned here might arouse the imagination of the reader so that he will be able to program more

interestingly and realistically for the inevitable inclement weather.

In following the recommendations of a majority of the secondary school physical educators as well as the college directors and the supervisors, it would seem that the substitution of health instruction for physical education is bad practice. Certainly health should take its rightful place in the secondary school curriculum with a definite time allotment.

The results of the study did indicate that coeducational activities have not been tried by a majority of the schools, and therein lies an area with tremendous possibilities.

It may be well for each instructor to have several acceptable and usable plans at hand to meet emergency needs. These should, of course, be related to the regular program in physical education as far as this is possible and not be merely poor substitutes for worthwhile activity.

The auto has at least one advantage over the airplane. It doesn't need any special landing field—just any old ditch will do.

—John A. Creviere,
in the De Pere Journal-Democrat.

TODAY'S CHUCKLE

A sensible girl is one who is more sensible than she looks because a sensible girl has more sense than to look sensible.

—Call Workman.

Dottie Lamour, commenting on current fashion shows: "The new styles are like the new cars—it all depends on what's under the hood."

BY THE WAY

In the manner that a man handles his troubles during the day, he goes to bed at night a General, a Captain, or a Private.—Ed Howe.

The right angle from which to approach any problem is the try angle.

Getting on is largely a matter of getting up each time you are knocked down.

—Friendly Chats.

Principles of Food and Nutrition

W. E. Straub

THE STUDY of health in the school has many facets and its implications are in fact almost limitless. This year we are stressing FOOD AND NUTRITION and its relation to health in our campaign for better health of the school child.

Our first step was to define health as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. It is our belief that the growth and development of well-cared for children should proceed not merely toward so-called adequate health, but rather toward the attainment of an abundant and vital health, a positive quality of life.

In the light of recent findings, we know that the three primary needs of the body in relation to nutrition are: food as fuel for heat and motion; food as material for building and repairing the body; and finally, food as a source of substances for regulating processes of the body.

We have learned that we must have fuel to burn in order to produce heat and motion-energy, and that this is supplied by fats and carbohydrates; that the soft tissues of the body are composed chiefly of protein (and water), so consequently protein is an essential building and repair material; that there are certain food materials which the body needs in small amounts, but which are essential to the health and normal working of the body, which include certain minerals, and the various vitamins; and finally that water is very necessary for the normal workings of the body and is needed in large amounts and nearly every chemical change which goes on in the body depends on the presence of water.

Food has these three general uses and many special uses within the body. We see why we cannot run short of essential materials and when we do not eat properly that fact is as surely registered as though it were shouted from the housetops to a trained observer.

Malnutrition

Behavior symptoms indicative of undernutrition are characterized by such behavior problems as disinterest in school work, cheating, unnecessary tardiness, lying, defiance to discipline, marked over-activity, unpopularity, temper outbursts, bullying, speech difficulties, imaginative lying, sex offenses, stealing, truancy, and obscene notes, talk or pictures.

Physical symptoms which are definitely related to malnutrition are: overweight, underweight, signs of previous rickets, pimples, rough, dry, goose-pimply skin, inflammation of the eyelids, thickening of the conjunctiva of the eyes, reddened, peeling lips, redness, cracks, and sores at the angles of the lips, changes in the papillae of the tongue, inflamed gums, and decay of the teeth, poor posture, mild bone deformities, flabby muscles, lack of strength, lack of energy, laziness, tiring easily, always tired, lack of mental alertness, feeling of depression, being cross and fussy, poor appetite, frequent colds and sore throats, chronic constipation, night blindness, eyes oversensitive to light, and dull eyes.

It is generally agreed that nutrition, as a form of environment, is an important factor in determining what potentialities shall develop. A favorable environment is conducive to growth and an unfavorable one prevents or stunts growth.

Challenge for Teachers

Finally we asked ourselves, as teachers in the elementary school, why we should take the primary responsibility for strengthening and improving health habits of the children? Of course the answer was that children in these grades, if given the opportunity, can acquire and apply both the concepts and attitudes necessary for healthful food habits, and that it is at the elementary grade level that children are establishing health habits.

Our next step, accordingly, was to pledge our best efforts to create and maintain at all times an atmosphere contributing to the establishment of right attitudes toward health in the lunchroom and in the school room; to interest the children in, and initiate activities essential to healthful living; to teach accurate health information in an interesting way; to recognize symptoms of poor health; to understand the economic and other problems of parents; to work with them and gain their support; and to maintain our own health and exemplify desirable health habits. We felt that when parents and teachers plan together and realize that they are working toward the same goals, the effectiveness is more than doubled. Newer concepts which the school presents, and the established habits in the family may thus better be reconciled. In order to accomplish this by means of such things as health bulletins, and advance menus, we attempted to add to the program of education in nutrition in the school, a brief, refresher course in the home.

The Program

In shaping up our program, we tried to base it

as accurately as possible on the needs of our school by means of a review of physical examinations, observations and other screening tests by teachers and nurses, diet records, and other health material in our files.

In the best interests of our campaign naturally the cooperation of all persons concerned was requested, parents, teachers, pupils, family doctor, school nurse, lunchroom manager or cook and student representatives of the Health Committee.

After much consideration of methods, the following were decided upon as the best suited to our needs:

1. The study of food and its relation to health should be a part of school living and included in social studies, science and arithmetic work, and especially in the selection of food in the lunchroom.
2. Kits of teaching aids should be made available to health instructors; these packets to include general materials for the teachers and additional packets for the children at the primary, intermediate and upper grade levels.
3. The nutrition program should be based on the needs of the pupils as shown by physical examinations, observation, and other screening tests by teachers and nurses, diet records, and other health records. A school health council and the health committee should then consider these needs and plan ways of meeting them most effectively.

It was felt that these could best be carried out through a total school coverage from kindergarten through all elementary grades, providing a progression in attitudes, appreciations, and knowledge geared to the developing child's ability to understand, and resulting in a thorough coverage of the subject of nutrition, particularly as it applies to improved health; and

a curriculum coverage including the areas of health education, science, and social studies, the "3 R's"—reading, writing, and arithmetic—giving an integrated study of nutrition at all grade levels where it can be introduced without causing curriculum problems.

The general goals for the total program were:

To develop:

1. An understanding that life progresses by growth and that man is dependent upon his environment for the essentials of growth.
   (Nutrition is termed environment here.)
2. An interest in choosing an adequate food intake for maximum growth, health and the maintenance of good health.
3. A knowledge that an adequate food intake means including all of the essential food nutrients.
4. Desirable habits and attitudes that demonstrate that the child is becoming capable of choosing his own diet which is nutritionally complete.
5. Understanding that many environmental factors effect food supplies, understanding of these factors so that there can be proper selection of essential foods.
6. An organized cooperation and participation between the school, the home and the community in relation to the nutrition education program. A realization that such a program benefits and strengthens a community.
7. An organized cooperation and participation between the school, the home, and food supplies and the realization therefore that few nations are sufficient unto themselves. Understanding that friendly "interdependence" permits all nations to have better nutritional standards.
8. Realization that adequacy of food supplies plays a major role in the future of all nations and that a nation is only as strong as its people.
9. Understanding that peoples of the world do not eat necessarily the same foods as people in the United States do or have the same food habits, yet their nutritional needs may be met adequately.

The specific goals we had in mind were:

To develop:

1. A rudimentary knowledge concerning the food nutrients and their classification. Realization that our bodies require specific foods for the purpose of obtaining energy, growth and repair, and regulation.
2. Knowledge that the basic food groups are the sources of the food nutrients and that a daily "balanced diet" includes some foods from each of the basic food groups.
3. Understanding that milk contains most nutrients needed for the growth and development of boys and girls.
4. Knowledge that it is important to eat vegetables every day and the fact that dark green and yellow vegetables are especially needed in the diet.
5. Knowledge that certain fruits and vegetables such as citrus fruits, strawberries, melons, cabbage and tomatoes are especially important to health in that they contain ascorbic acid or vitamin C. One of these foods should be eaten daily.
6. Knowledge that the whole grain cereals and breads are more important for growth than the refined cereals and breads.
7. A liking for all foods or at least a willingness to try to eat a small amount of each one served.
8. Understanding that our teeth remain more healthy if we eat the basic food groups of the required nutrients.
9. Appreciation of the fact that "sweets" cannot take the place of any one of the basic food groups, but that they may be eaten after we make sure that these essential foods are eaten.
10. Ability in a child to begin to choose suitable meals for himself and to have regular habits of eating.
11. Understanding that it is better to drink a glass of milk or eat some fruit when a boy or girl is hungry between meals, than it is to eat "sweets." In this way he is more likely to contribute to his daily food requirements.
12. Appreciation for pleasant family association during meal times.
13. Knowledge that digestion is aided by relaxed healthy body systems and that fatigue and emotional disturbances can offset the value of an adequate diet.
14. Knowledge that alcohol and tobacco are not nu-

trients, that their heavy use will hamper the body functions.

15. Knowledge that sanitation is essential to public health in the handling and serving of food, that disease may be spread without adequate supervision.
16. Knowledge of rudimentary facts concerning the proper care of foods, their pasteurization, refrigeration, storage, and preservation.
17. A growing realization that there are many ways to prepare and serve foods to increase their palatability and attractiveness.
18. Knowledge that wasted food means less food for other people, that "wasted food" is wasted money.
19. Some understanding that food is changed within the body to make it available for use by the body.
20. Knowledge that certain physical evidences are indicative of good nutrition—such as the well-constructed framework and good posture, caries-free teeth, clear complexion, glossy hair, plus the energy to partake of work and recreation, which are to be admired and are aided by good food habits.
21. Realization that there are many psychological factors influencing his food habits and that he should attempt to rationalize these factors in terms of scientific knowledge.
22. Knowledge that food plays a very important part in the maintenance of health and in the recovery from illness.
23. Appreciation for the careful planning that is essential for obtaining balanced meals in the home, in the school lunchroom, and in public eating places.
24. Understanding that there are many superstitutions and fallacies associated with foods.
25. Realization that, while the economic status of a family may affect their food habits, there are many low cost nutritious foods available.
26. Knowledge that there are many consumer problems in reference to the wise selection of food. Understanding that topography, seasons, economic conditions, and transportation have a great deal to do with supply and demand of food.
27. Knowledge that man is dependent upon plant life for food supplies.
28. Knowledge that plants are dependent upon soil fertility for their nutrients, that man may help their productivity by observing soil conservation practices.
29. Knowledge that social, environmental and economic factors affect the nutritional status of the individual, the community, and the nation.
30. Understanding that man's level of culture is largely dependent upon his supply and choice of foods.
31. An attitude of open-mindedness towards food habits of ourselves and others and especially towards those of people of other nations.
32. Knowledge that there are community agencies which are interested and helpful in solving food problems of the community.
33. Appreciation that world-wide nutrition problems and health standards have been greatly aided by scientific research and constructive legislation. Willingness to accept these findings and to apply them to the improvement of our own nutrition.
34. Appreciation that legal control of proper transportation, handling and processing of foods protect the citizen.
35. A critical attitude in regard to advertising, radio, newspapers, and magazines, and their statements concerning food nutrients and health maintenance. *This is most important.*

These goals might seem too numerous if it were not for the fact that elementary school teachers have much time, eight years, and many, many opportunities for developing attitudes in their pupils over that length of time. This should make the teaching and learning of the principles of FOOD AND NUTRITION an adventure in education for better living for both teacher and pupil.

The teachers at College Hill have accepted this challenge!

POLITICS

"Fellow-citizens," said the candidate for election; "I have served my country well in the past. I know what it means to be ship wrecked and drift around on the high seas in a life raft. I have experienced landing in a plane that was on fire. I have wandered around the jungle for days in my bare feet and have slept at night with nothing over me but God's canopy. I am sure if I am elected"—At this point a little old man on the front row interrupted him and said, "Did I understand you to say, that you have been shipwrecked and that you almost lost your life in a plane, and you slept for days with nothing but the skies for a kiver?" "That's right," proudly replied the candidate. "Well I'll be darned if I don't think you have done enough for your country. I'm going to vote for the other fellow so you can go home and get some rest."

SKILL HUNGER

Man is a skill-hungry animal, hungry for skill in his body, hungry for skill in his mind, and never satisfied until that skill-hunger is appeased. The happiness that man's nature demands is impossible until the creative part of him is awakened, until his skill-hunger is satisfied. No amount of ready-made pleasures purchased on the market, no intensity of external excitement, will ever compensate for the starvation of his essential nature as a skill-hungry being.

—L. P. Jacks.

TOWARD BETTER HEALTH

"Have, then, the Good Sense to seek Good Health, for these are two of life's greatest blessings."

—Publilius Syrus, 43 B. C.
Discobolus

EATING HABITS

"Good food, offered in a friendly matter-of-fact way, without urging; there—as simple as that—are the main points in helping children to develop good eating habits."

—National Association for Mental Health.

Further Study of the Administration of the Manuometer

C. L. Wear

VAN DALEN and Peterson reported a study* of two methods of administration of the manuometer test of grip strength. In one administration the instrument was held with the dial outward, while in the other the instrument was held with the dial inward, next to the palm of the hand. It was found that the mean of the dial-inward scores for the right hand was 7.50 pounds greater than the mean of the dial-outward scores for the right hand, and that the mean of the dial-inward scores for the left hand was 9.72 pounds greater than the dial-outward scores for the left hand. These differences were significant beyond the 1% level of confidence.

Since the dial-outward method was used first for all subjects and the dial-inward method was administered one week later, the suggestion has been made that the difference in favor of the method used last might possibly be due to practice or learning effects. The purpose of the present study was to investigate the problem further by having half of a large group of subjects use the dial-inward method first and the other half use the dial-outward method first.

Procedure

The experimental group consisted of 112 male students at the University of Nebraska who were tested each time before engaging in strenuous activity. The second administration was completed from three days to one week after the first administration of the test. A Narragansett Manuometer was used in the testing. The end with the outward-curving tips was held next to the thumb in each case. Each subject was allowed to use whichever hand he preferred, but the same hand was used for both administrations. Twelve of the 112 subjects used the left hand. The hand was wiped with a towel when desired, but no chalk was used on the hands.

Each subject was given two practice trials at each administration and then the mean of the three succeeding trials was taken as his score. The hand could be held in any position so long as the hand and arm were held away from the body or other objects. The subjects were tested in small groups with at least two and one-half minutes between trials. They were encouraged to "go all out" at all times. Individual trials and means were recorded to the nearest pound.

* Van Dalen, D. B. and C. A. Peterson, "A Comparative Study of the Administration of the Manuometer," *The Physical Educator*, 7:52 (May, 1950).

Analysis of Data

The product moment correlation between scores obtained by the two methods for the 112 subjects was 0.87. Reference to Table I shows that the mean of the dial-inward scores was 5.19 pounds greater than the mean of the dial-outward scores. When this difference is divided by its standard error a significance ratio of 5.40 is obtained which is significant well beyond the 1% level. As pointed out above, half of these subjects used the dial-inward method first and half of them used the dial-outward method first.

TABLE I

Comparison of "Inward" Mean with "Outward" Mean for All Subjects

Method	N	Range	Mean	SD	SR*
Inward	112	86-184	134.88	19.67	
Outward	112	78-175	129.69	20.02	5.40

* Significance ratio: the difference between means divided by the standard error of the difference. A ratio of 2.58 is significant at the 1% level.

Table II shows a comparison of inward-outward means for the 56 subjects who used the dial-inward method first and also a comparison of the inward-outward means for the 56 subjects who used the dial-outward method first.

TABLE II

Comparison of "Inward" Mean with "Outward" Mean with Respect to Order of Administration

Method	N	Range	Mean	SD	SR
Inward first	56	86-184	136.00	21.14	
Outward last	56	78-173	130.62	20.79	3.76
Inward last	56	100-175	133.88	18.06	
Outward first	56	84-175	128.13	19.18	4.67

Regardless of order of administration the mean of the dial-inward method was significantly larger (at the 1% level) than the dial-outward mean. The product moment correlation between inward-outward scores when the dial-inward method was used first was 0.87. The correlation when the dial-outward method was used first was 0.88. Since the pairs of means compared in this study were correlated pairs, the standard-error-of-difference-between-means formula which makes use of the correlation factor was employed.

After analysis of the data from the 112 subjects, the reliability of each of the two methods was checked by retesting 35 of the subjects. This group was tested under the same conditions as used for the larger group with particular emphasis on "going all out." Four trials were taken by each subject with two or more minutes between trials. The sums of the first and fourth trials were correlated against the sums of the second and third trials. The reliability coefficient thus obtained was 0.97 for each method. The correlation between the four-trial means for the two methods was 0.90 for the 35 subjects.

Conclusions and Recommendations

We are always interested in improving test administration so that we may come closer to drawing from an individual all that he possesses of the ability being measured and so that we can get an objective recording of this ability with as little loss as possible in transfer from performance to record. Higher test scores (which are not due to gain in strength, in this case) presumably show that we are making progress toward the desired objective, that we are making a more valid assessment. For example, suppose we have selected the dial-inward method as the preferred method to be used when testing grip strength. Then using means to get more consistent scores, checking carefully the desired physical condition of the subject, and improving motivation to get higher scores, will tend to give a more valid test.

Although improvements in the administration of the *same method* (dial-inward, for example), as indicated by higher scores, may give a more valid test, it does not necessarily follow that the dial-inward method is more valid than the dial-outward method simply because it gives higher scores. We need to know what causes the difference in scores. Other factors would need to be considered in studying the respective validities, among which would be reliability and variance.

In view of the degree of correlation between scores obtained by using the two methods, the dial-outward method may be tapping just as much of the true grip strength of the subjects as is the dial-inward method. On the basis of what we have done here, with the administrations of the two methods being as nearly identical as it was possible to make them, it seems that there is some mechanical factor which causes consistently lower, but probably equally valid, scores when the dial-outward method is used. Either method can be valid, *if* the standards or norms used are based on that method. If comparisons are to be made, either between performance of the same individuals or groups at different times, or between performance of different individuals or groups, it is important that the same method of administration be used.

Apparently most measurements of grip strength have been taken by the dial-inward method. Since this method seems to be *at least* as valid as the dial-outward method, the writer would recommend that the dial-inward method be used, principally because it avoids possible finger interference. It is not uncommon to find workers who report that subjects sometimes experience finger interference with the sweep of the hand on the dial when the dial-outward method is used.

In this study this possibility was not brought to the attention of the subjects tested. Very seldom did a subject indicate that there was any finger interference. However, in the extremely few cases reported the reading was not counted and an additional trial was given. It is possible, of course, that there was interference which was not reported.

An examination of the data from the two methods, particularly of the reliabilities, leads the writer to believe that finger interference, or fear of such interference, was not a significant factor in causing the obtained score differences.

DISTRICT CONVENTIONS

Central District—Sioux Falls, S. D., March 25-28.
Southwest District—Logan, Utah, April 8-11.
Southern District—St. Petersburg, Fla, Apr. 16-18.
Northwest District—Missoula, Mont., April 16-18.
Eastern District—Pittsburgh, Pa., April 19-23.
Midwest District—Madison, Wis., April 29-May 1.

The person who never takes sides in political arguments is apt to keep out of trouble—but think of the fun he misses.

—Oregon Observer.

A man on a fishing trip with his wife explained that the small mouth black bass were the males and the large mouth were the females.

—Arcadia News-Leader.

SPORTSMANSHIP

This happened in Wisconsin last winter. The crowd was "on" the official. Finally, he stepped to the public address system and said, "Ladies and gentlemen. Please BE ladies and gentlemen." The game proceeded without any further incident.

Hubby: "I'm warning you—you'll bring out the beast in me!"

Wife: "So, who's afraid of mice?"

Food for thought on director Henry King's desk at the studio—"Happiness is that sensation anyone can acquire when he's too busy to be miserable."

Learning and Teaching

Robert J. Lavell

THERE are three areas in which the child is educated. They are the area of skills, knowledge, and understanding; the area of ideals, goals, and objectives; and the area of habit, will, and reasoning. Nothing can prevent his being educated in these three areas. Whether we will it or no, his association with others, his experiences, his successes and failures will educate him. Our task, the task of the home, the church, and the school is to guide this education.

Skills, Knowledges, Attitudes

Traditionally the school has concerned itself primarily and often exclusively with the first area. Most effort today is expended on education in this area. We develop skill in reading, writing, arithmetic; skill in music, art, in the use of tools; skill in games, exercise, control and manipulation of the body and its members. We develop knowledge of history, geography, science; teach facts regarding the past, the world about us, facts regarding nature, the body, its function and its needs. And we seek above all to give the child understanding of all these facts, to bring him to see the many relationships that exist between all facts, all skills, the relationships of all elements of life with all other elements.

Given all skills, knowledge, and understanding (if this were possible), the child is not educated for living. We no longer believe that knowledge in itself is power. Knowledge is not active; it is only latent. It is not dynamic; it is static. Skills, knowledge, and understanding get nothing done. They in themselves can never be a cause; they can produce no effect; they cannot bring about a change.

Ideals, Goals and Objections

Experience in the second area gives direction for the use of skills, knowledge, and understanding. The ideals, goals, and objectives we give the child establish for him a purpose, a reason for acquiring the skills, knowledge, and understanding of the first area. They answer the question—Why should I do this? But let us not deceive ourselves by thinking that the child will have no purpose unless we give him one. He will have a purpose and it will be a sufficient reason why he should acquire certain skills, certain knowledge and understanding.

Society, however, cannot trust that the direction given by the child to his use for his skills, knowledge, and understanding will be of ultimate value to him and of benefit to society. The home, church, and school must make certain that the child sets for himself a purpose that will bring the greatest ultimate good to him, to his fellowmen, and which is in accord with the highest ideals of an enlightened humanity.

Our schools today are making a conscious effort to establish proper and wholesome ideals, goals, and objectives in the minds of children. Such education is often referred to as "character education." Yet this character education, this establishing of ideals, goals, and objectives in itself produces no results; it is not a cause; it brings about no change. It is static; it gives direction only. What is still needed is motive power, action. So we must give experience in the third area also.

Habit, Will, and Reasoning

Of the three areas of learning the area of habit, will, and reasoning is the most neglected in our education of the child. One important reason for this neglect is undoubtedly our lack of understanding of the area. Yet this is the area that sets everything in motion; the area that drives skill, knowledge, and understanding in the direction set by the ideals, goals, and objectives. This area gives us the causes that produce effects, that bring about change. This area is dynamic.

Habits are action; habits are doing. When the action or doing ceases, the habit does not exist. Habit reqnires no conscious effort. We may say that habit is doing on the non-conscious level. But we *will* to do and we reason on the conscious level.

Educators must recognize the existence of the will as that force which consciously sets in motion and keeps in motion those skills, that knowledge and understanding developed in the first area. Refusal to recognize the will can mean only futility of effort for the teacher, an acknowledgment of the complete power of circumstance.

Reasoning produces results, new ideas and new facts. Reasoning produces change; it is dynamic. Unfortunately, however, the reasoning process is not completely and clearly understood. Therefore education in the reasoning process is limited to exercises requiring reasoning. We have as yet no analysis of the process that will enable us to teach it step by step.

Without the motive power of habit, will, and reasoning we get stagnation. Complete stagnation is impossible for the living, but poor or inadequate effort is one of the crying evils of our day, an evil

for which the schools must assume their share of responsibility.

Physical Education

What can physical education do about this? The effort developed and expended in physical activities can be seen, can be felt, and can be measured in a marked degree by success or failure. The gymnasium or the playground is an excellent place to develop those attributes of the will that we call courage and determination.

Let it be understood by all that the child is being educated in the three areas of learning at all times. It is impossible to teach any skill, knowledge, or understanding without at the same time setting up for him some ideal, goal, or objective. It is impossible to give him any experience in the first area without at the same time teaching some habit, and also educating in will-power and reasoning.

The questions to answer are: What ideals, goals, and objectives are the schools establishing in the child's mind? Are we helping the child to form good habits? Are we educating him in the exercise of his full capacity, in the correct and proper methods of reasoning?

On the playground, in the gymnasium, and in the classroom the teacher must expend a complete and sufficient effort to give equally valuable and proper experience in each of the three areas of learning. Failure to do so is an indication of poor teaching.

Physical Competence Prime Necessity for Living

W. K. Streit

IT IS the right of every child to enjoy the opportunities of good health, social intercourse and self-confidence through participation in physical activities. No department of the entire school system, no phase of the whole educational program is so strongly challenged to contribute to this basic potential of full and complete living as is physical education.

Stimulate Maximum Effort

Youth is a strategic time for the development of physical power since maintenance of power is all that can be expected after maturity is reached. It is highly important that a carefully graded program of physical education be planned so that the activities stimulate maximum efforts of participants.

Health is Victory

Physical education refers to a group of activities which are taught in the gymnasium, athletic field and swimming pool. These activities make a distinct contribution to the objectives of education and life.

Power to resist fatigue is built in the training program. This results in organic power and lays the basis for vigorous living. Physical education has to do with those activities involving body coordination which are basic to robust health and the enjoyment of leisure time. Skills are learned which tend to raise all individuals from the "dub" class leading to success and fun in the participation of sports and games.

Health alone is victory. Sickness is defeat and waste. Those who participate earnestly in physical education and recreative activities are engaged in conserving and developing a basic wealth.

Varying Needs Are Met

All students will find some parts of the physical education program profitable and valuable even though it may be necessary to modify the offerings for medical reasons. Individual needs and interests are met through a program including games, stunts, rhythmics, apparatus, self-testing, aquatic, athletic and corrective activities.

Mass instruction, squad work, team play and individual practice are emphasized in turn. Physical activity is a common denominator in which skill, interest and effort determine success and achievement. Intramural and interscholastic play are an outgrowth of the class work required of all able bodied students.

Preparation for Life

Universal education improving physical competence is a primary necessity for a vigorous and healthy citizenry. The American youth who can demonstrate a high type of physical fitness is no doubt well prepared for the race of life where competition is keen and success depends on the survival of the fittest.

I've Had Enough—I Quit!!

H. E. Kenney

SINCE I stopped coaching College wrestling in 1947, I have been officiating many dual meets and tournaments at both the high school and college level. It has been, in most cases, a pleasurable experience because it has kept me in contact with a sport that I love. Also, more important to me, it has allowed me to keep in touch with old friends, and these friendships I value tremendously. It is therefore with regret that I am retiring from officiating and placing my referee's black tie among my other souvenirs of this greatest of sports.

Referees and Officials

It is my studied conclusion that I am too "thin skinned" to continue to enjoy officiating. The amount of "guff" one has to take from the coaches, parents and fans is sometimes more than I can tolerate. There are times when I can take it but at other times it is just too much. It is not surprising that all folks watching wrestling do not see things in exactly the same way. High emotional feelings, hopes, wishes and prejudices cause humans to see incidents of life in many different ways. Witnesses at automobile accidents are, many times, so far apart in their descriptions as to cause one to question whether or not they are speaking of the same accident.

Such is true of wrestling incidents as well. I have had coaches tell me that their boys were taken down while both contestants were clearly off the mat when I, an unbiased referee, saw the takedowns occur sometimes as much as 18 inches inside the mat boundary. These incidents never cease to amaze me. They cause me to look back and to question many of my own reactions to certain referees' decisions and to wonder if I was as far "off the beam" in many instances. I can only conclude that I probably was as nearly blinded by wishful thinking as the coaches mentioned above.

As a coach I was quite critical of referees. My criticisms, however, were concerned largely with the interpretations of rules and not often concerned with judgments made by qualified officials. However, if I were coaching again I would never again criticize a referee for a judgment made during a contest. His opinion is almost certain to be more valid than mine. As the coach of one of the boys concerned, I am unable to see this thing quite as clearly as the referee. All coaches should do some officiating. They would then learn to appreciate the extreme efforts of a qualified official to be fair to each contestant.

One Incident

My problem is one of inability to adjust to the constant criticism of coaches and the insults of spectators. Recently while officiating at one Big Ten university, it took me fifteen minutes or more to run the gauntlet to the showers after calling a stalling penalty in the last ten seconds that lost the dual meet for the local team. Some folks spit at me, others cast disparaging remarks about my Mother. Still others expressed a desire to tear me limb from limb. The mob spirit almost exploded into a riot. I kept smiling and moved gradually to the showers feeling that the slightest sign of retaliation on my part might possibly result in bodily harm to myself. Meanwhile, a University policeman leaned against the field house wall and calmly cleaned his fingernails.

The wrestling coach at this school said to me after my shower, "I hope you didn't mind the attitude of the crowd. We want them to enjoy themselves. We don't try to keep them from giving vent to their feelings." No, there are times when I don't mind being insulted and spit upon but not very many. It does not go well as a regular diet.

It seems to me that the profession of physical education and coaching has a responsibility to teach emotional control and sportsmanship to both athletes and spectators. Before this can be done, however, the coaches themselves will have to learn these things and show the way for the public as well as their students. Too often coaches excite the team and the spectators by their own unsportsmanlike conduct.

I regret very much having to sever my last contact with wrestling. I wish that I were less sensitive and could continue to take the abuse that seems to be inevitable. I have tried to be philosophical and pay no attention to the insults, but this is impossible in my case. My only choice is to stop officiating. At first I was naive enough to believe that by careful study of the rules and by fearlessly calling decisions as I saw them, regardless of crowd abuse, coach abuse or the screaming of parents that I would be doing a service to wrestling and that this service would be appreciated. I am, however, gradually losing friends, in some cases the very ones I wanted to keep in contact with when I began officiating. Consequently this motive for officiating has been to some degree frustrated.

Over-Emphasis On Winning?

Perhaps the drive to win in athletics has gotten out of hand. It certainly is over emphasized for the maintenance of good mental hygiene among the athletes. Winning should of course be one ob-

jective of all coaches and wrestlers. I could not bring myself to really appreciate or learn to like a coach or athlete who did not fight to win. However, coaches should not forget that we are wrestling for sport and the objectives of a worthwhile sports program may be "scuttled" by the attitudes developed in an environment of over-emphasis on winning. After a match in the Big Ten Tournament this year I heard a coach say to his boy, "Come on son, he (meaning the referee), gave you the shaft." I have had similar experiences in high school meets. Is this good education for these boys? I would not want my son to be under a coach who encourages his boys to blame others for their failure to win.

In leaving the sport of wrestling I sincerely extend my best wishes to athletic directors, coaches and officials who are responsible for the welfare of this sport and the boys who select it as theirs. Wrestling is the finest of sports. May its leaders become more conscious of their responsibilities in the education of youth! Ed. Note: Does this apply equally well to other sports? If so, perhaps a little soul-searching is in order.

So You Are a Physical Education Teacher!

Taylor Dodson

ALTHOUGH physical education has been practiced in the United States for quite some time, an acceleration of tempo in this field is perceptible only in time of emergency. World Wars I and II resulted in the establishment of courses in physical education to help make our boys physically fit to fight. Research was stimulated and physical education received much publicity.

A decline in enthusiasm was evident soon after the end of each conflict, but in schools where comprehensive programs were incorporated as an integral part of the school curriculum, instead of "tacking on" a course in physical fitness, the decline has not been noticeable. In fact, much progress has been and is still being made as more resources and better trained personnel become available.

The apparent lack of interest in and enthusiasm for physical education can be attributed to two main reasons. The first has to do with the recognition and status of physical education as a part of the school curriculum and the second with the teachers of physical education.

Recognition

In spite of the progress of recent years and the impetus given by two world wars, physical education still remains as one of the "ugly ducklings" of the school curriculum. Time is allotted to physical education but it is often considered a burden and there is a reluctance on the part of many teachers to do more than have a token class. The inadequacy of facilities, equipment, dressing and showering rooms and play space vastly impedes the task of the physical educator. Too, the status of physical education compared to other basic subjects makes it difficult for the teacher to secure additional teaching supplies in order to do good teaching.

Personnel

The second aspect of the problem has to do with the people in physical education. The traditional athletic coach was ill-trained for conducting a comprehensive physical education program. He was most often trained in some academic field and assigned to coach because he had participated in a varsity sport in college. Having an interest in this, he developed into an acceptable coach by imitating his own coaches and by trial and error. When physical education was first brought into the school curriculum, he was the best trained person available and was given the job of teaching this new subject.

Let it be noted, to his credit that this man often did a very good job. Too often, however, he was only interested in developing winning teams and exploited the few highly skilled individuals to this end while neglecting the needs of the masses. This practice has been and still is, in the eyes of many, synonomous with physical education. This traditional belief is coloring the attitude of community and school people toward physical education as a legitimate member of the school family.

The modern physical educator chooses the field because of personal interest and other reasons such as the opinion that opportunities for promotion are favorable. Such opinions are encouraged by newspaper accounts of coaches who receive enormous salaries and who apparently have little to do except work with athletic teams.

Selling Services

After receiving professional training, it sometimes comes as a shock that he cannot secure a desirable position right away. His disillusionment is increased when he realizes that disinterest or outright opposition and lack of facilities prevent sufficient scope for self-expression in his subject. For those materialistic individuals with dreams of fat contracts and gifts of new cars, there is the unpleasant surprise that promotion is no faster here than in any other branch of education. Only those who find great personal satisfaction in a job

well done and who are not content with things as they are will find a solution to this problem.

It is important that the physical educator realize that his services will not automatically be appreciated by everyone, and that physical education will be regarded by some people as a troublesome superfluity. It is the task of the physical educator to change the views of such people. Advantages may be forced on people in a dictatorship, but a process of education is necessary in a democracy.

Public Relations

Some individuals may be persuaded by arguments, but the layman is best convinced by action. A neutral attitude never brings results. The mere meeting of classes and fulfillment of time requirements are not sufficient. The successful physical educator will do two things when only one is expected. He will be a "live wire" in his work. After-school opportunities for participation in physical activities will be provided for his pupils and also for adults. He will not concern himself with the traditional team competitions of interscholastic athletics alone, but will endeavor to teach many skills which will carry over into out-of-school recreation.

Education

The young physical educator must prepare himself for a career which will lay greater claims on him than any other branch of education if he meets its obligations completely. He needs an academic background comparable to that of other teachers, and he must also have physical skills, resolution and resourcefulness that render him capable of handling practical classes. He differs somewhat from other teachers inasmuch as he is not merely an instructor in his subject, but from the first day of his career he is an organizer and administrator. This may not be true of those teachers entering a large school with a well established and organized department and program, but many new teachers will undoubtedly be faced with the task of helping to organize and administer a comparatively new program.

Opportunities

Material prospects are just as favorable in physical education as in any other branch of education but hardly any more so than for the majority of teachers. Physical education carries its own reward in the inspiration of working with children, young people and adults. As a result of his efforts, the physical educator may daily observe the novice develop skill, the weak become healthy and vigorous, and the shy recluse bloom into a social lion because of some heretofore undiscovered talent. Upon these satisfactory accomplishments are predicated a happy and successful teacher.

Isn't it time for young men to stop dreaming of being high powered athletic directors and get down to the reality of functional physical education for all students? What do you think, Mr. Educator?

THE GOLDEN RULE

In all ages, men have sought and found the Pearl of Great Price, the truth by which men live, and the Supreme Teachers have proclaimed it in simple words.

Mirza Ahmad Sorhrab, a Persian teacher, has prepared a summary of this Golden Rule, as expressed in the world of religions.

Christ: Whatsoever ye would that men should do to you, do ye even so unto them.

Hindu: The true rule is to do by the things of others as you do by your own.

Buddha: One should seek for others the happiness one desires for one's self.

Parsee: Do as you would be done.

Confucious: What you would not wish done to yourself, do not to others.

Mahomet: Let none of you treat a brother in the way he himself would dislike to be treated.

Bulletin Delaware AHPER
November, 1951

EDUCATION

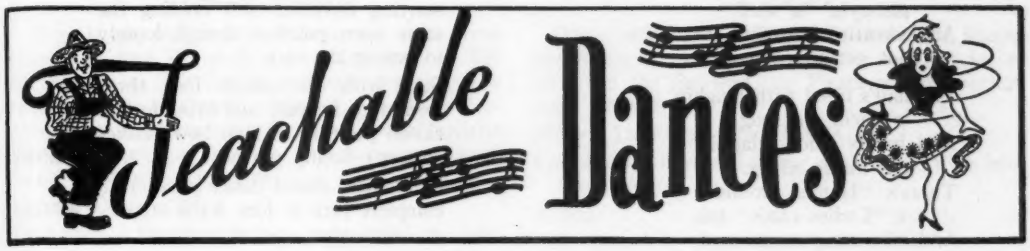
A professor of education gave up trying to understand the younger generation and formulated the following code:

1. Teachers must know their stuff.
2. They must know the people they intend to stuff.
3. Above all, they must stuff them artistically.

A PHILOSOPHY

There are two Chinese proverbs that summarize the Chinese attitude. The first is this: "If you lose your temper it is a sign that you have wrong on your side." And this is the second: "Dogs and cats fight, men reason."

—Friendly Chats.



Edited by W. K. Streit

The excellent material for this issue has been produced by our guest caller, Paul S. Paulsen, Chairman of the Department of Physical Education for Boys, Irving Junior High School, Los Angeles. He became interested in square and round dancing through a graduate research on American Country Dances in 1938. He introduced dancing in the regular physical education program at Irving where it is very popular with the students. Paul entered the Los Angeles Adult Education program as a caller when the square dance movement became popular. He is an enthusiastic member of the Los Angeles Alumni Chapter, Phi Epsilon Kappa. Following is Paul Paulsen's contribution:

IN the days of our forefathers, country dancing, which included contras, squares, and round dances, was purely local. The caller had his repertoire and felt little urge to add to it; his neighbors knew his calls and figures and could just about guess the order in which he would use them; All dances were favorites and regulars. The unscheduled patter was usually delivered ad lib at some local character, but it was rhymed while a figure was in progress and did not vary the figure in any way. Variations of figures were often products of someone's faulty memory. . . . "Saw a new figure over at Turtle Creek—went something like this . . .", and country dancing fell heir to a new move. Inasmuch as people grew up with the dancing of their own community, there was no pressure to "keep up with the Joneses" with respect to new material.

Henry Ford in his book, "Good Morning," attributes the decline of this period of figure (contra and square) dancing to commercial interests whose desire was to pack as many paying customers as possible into the available space. This would naturally encourage the wandering-couple idea of the round dance over the sets of squares and contras. Eventually gavottes, schottisches, and polkas gave way to the one-step and two-step until cotra sets and square sets became, first "old-fashioned," then "quaint."

The modern square and round dance movement caught on possibly because people were tiring of the precise and sometimes stilted movements of the Latin-American style which was the fashion of the time. The opportunity to dress in costume, be informal, and spend a congenial evening at relatively little expense contributed to its popularity. Such a rapid and wide-spread movement would have been impossible before the days of modern communication and vast inter-community travel. The number of figures and dances became multitudinous because each locale was contributing its variations to the national picture. The turning point came when it became a mark of distinction to know the latest figure and the newest verse.

Enthusiasm is on the wane now because people will no longer attempt to keep up with the flood of new material being used. Some square dance clubs take pride in being known as "high level dancers"; members and guests are required, by the pressure of their own egos, to keep abreast of the very latest. Concomitantly, costumes become more elaborate, refreshments more fancy, each succeeding affair bigger and better, and the inexpensive evening a matter of "remember when . . . ."

Dancers who keep calling for more fancy moves and callers who feel they must always have "a new one for the folks" have established a learning pace faster than most dancers are willing to maintain. When a recreational activity becomes a strain, it is no longer recreative, and most people drop it for something more simple. So it seems possible that this movement is passing through the last of its fad stage. The non-descriptive "cue" calls, the Doci-dings, the Allemande X, Y, and Z's and the more complex round dances will fade as do all frills. However, the basic idea is too solidly folk-stuff to suffer such an ignoble death; undoubtedly there will always be . . . .

". . . a bit of bustling, beckoning and calling as the last couples find their places, then . . . ."

The sets are a'ready
—then away they go.
With the music so lively,
the caller's not slow.

Partners a'swingin',
sashayin' 'n stuff,
And sweatin' 'n puffin'—
not gettin' enough.

The hall's filled with laughin',
'n dacin', 'n song,
And hands loudly clappin'
the music along.
There's "Hands around"
'n "Ladies chain" too,
And "Do-see yore cawner
while she do-sees you."

There's squares, 'n there's contrys,
And round dances run—
Shore takes some larnin'
to stay in the fun.
They play jigs, 'n hornpipes,
and reels galore
'Till dancers just sit
flat on the floor.

The caller keeps chantin',
'n chidin's the slow—
His job's shore a dinger
when they're rarin' to go.
—then his voice gets hoarse,
'n the music's dead beat,
And the dancers are willin'
to get off their feet.

So they set there a'laughin'
'n moppin' their brows,
And swillin' the punch
that's "on the house".
It's good, clean fun,
—'n ejucatin' too.
Let's keep it alive,
————me 'n you.

I'll not attempt to add any gross weight and complexity to the square and round dance picture for fear of contributing to its downfall, but I'd like to recall a couple of simple favorites quite popular here in the days of "Early California".

CIELITA LINDA

Music: Cielita Linda waltz.

Formation: Couples standing side by side in open dance position. Start with the outside foot, i.e., left for men, right for women.

Action:

1. Step-swing forward, backward, forward and backward..... 4 Meas.
2. Two slow steps forward and face about with a two-step turn (turning inward toward the partner) and point outside foot forward..... 4 Meas.

   Partners are faced opposite to their starting direction still holding the same open position though loosely to permit the turn.
3. Start with the outside foot, three slow steps forward and bring feet to closed position as men bow (ladies curtsey) facing partner..... 4 Meas.
4. In regular, closed dance position, a complete turn in four waltz steps.. 4 Meas.

LA JESUSITA (La Hay-sue-see-ta)

Here is one so typical that it is found in almost any book of national folk dances—another "Early Californian", Mexican in origin.

Music: La Jesusita, Columbia 977A.

Formation: Couple starts face to face usually with fists on hips. Each starts with right foot to the right.

Action:

1. Eight sideward schottische steps alternating face to face and back to back. The pattern of this figure may revolve clockwise once..... 8 Meas.
   Schottische step: step, close, step, swing-hop.
2. Partners face and move backward away from each other. Start right foot, three skip steps backward, stamp left foot twice. Move forward toward partner, start left foot, three skip steps, stamp right foot twice. Repeat backward and forward ..... 4 Meas.
3. Start with right foot, eight grapevine steps as partners revolve around each other clockwise touching alternate elbows..... 8 Meas.
   Grapevine step:
   step right across in front of left
   step left sideward
   step right across in back of left
   step left sideward.
4. Lady stands in front of man with her back to him, he places his hands on her waist, she places her hands on his. Repeat the second figure moving together ..... 4 Meas.
5. Partners facing, man with hands on lady's waist, lady with hands on man's shoulders or clasped behind his neck. Partners revolve counterclockwise with schottische steps (or step-hops) starting right foot.

HERR SCHMIDT

Here is one we have been doing for quite some time; I'm sure I'm right in naming Brother Bill McMasters as the author although he may not remember the authorship himself. Music is furnished on a Decca recording by "Schnickelfritz Fisher"—when you hear it, you know putting a dance to it was inevitable.

Music: Decca 2098 A.

Formation: Partners facing, right hand in right hand.

Action:

1. Both start with same foot. Hop left placing right heel forward; hop right placing right toe backward; exchange places in four walking steps as lady ducks under man's right arm.
   Repeat the same moves three more times and finish in a regular, closed dance position.
2. Men begin left, ladies right, four heel-toe polkas alternating left and right.
3. Still in dance position, eight polka turns (clockwise) around the room (counter-clockwise)
   Note: It is unnecessary to record measures in this dance because the music for each part is so distinctive.

CZECHOSLOVAKIAN POLKA

Another very simple, danceable dance is called the Czechoslovakian Polka although one wonders if it ever was any closer to that part of the world than the author's imagination. Authentic or not, its simplicity recommends it.

Music: Dalback Polka, Decca 3353 A.

Formation: Partners in Varsouvienne position with the lady slightly in the lead. Both begin with the left foot.

Action:

1. Heel-toe polka obliquely left forward. Heel-toe polka obliquely right forward ..... 4 Meas.
2. Two polka steps forward beginning left foot man takes four walking (or skip) steps forward twirling the lady clockwise twice with the right hand. The lady does her double turn as a simple pirouette.. 4 Meas.

LA RASPA

One wonders how the Mexican shuffle, La Raspa, has managed to stay out of your columns for so long. In the far west, no Fiesta would be complete without it.

Music: La Raspa, Columbia 38185.

Formation: Partners facing each other with both hands joined.

Action:

1. Hop left, place right heel forward hop right, place left heel forward hop left, place right heel forward. 2 Meas.
   Repeat three more times—starting alternate feet ..... 6 Meas.
2. Partners join right elbows and move around each other clockwise; the step used currently is a skip step, although originally it was more of a polka movement. Eight skip steps or four small polka steps. 4 Meas.
   Change elbows and reverse directions to repeat three more times; alternate directions each time.... 12 Meas.

CALIFORNIA SCHOTTISCHE

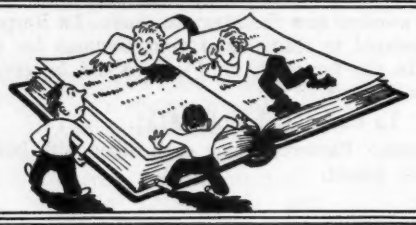
Of more recent vintage is the California Schottische, a nice simple, enjoyable dance that has suffered the fate of too many of our recent dances—it has accumulated a number of variations or verses. Its simplest form is still fun. Why not try it?

Music: Imperial 1046 FD 9 or MacGregor-10-400.

Formation: Varsouvienne position, both start left foot.

Action:

1. Point left foot obliquely right forward. Point left foot obliquely left forward. Grapevine step to the right (cross left foot in rear, step right sideward, cross left foot in front).. 2 Meas.
   Repeat to the opposite direction starting with the opposite foot... 2 Meas.
2. Beginning left foot, two slow steps forward and make a half-turn clockwise with three quick steps in the same direction (actually a two-step turn) ..... 2 Meas.
   Beginning right foot, two slow steps backward and make a half-turn counter-clockwise with three steps in the same direction (this is *not* a two-step turn)..... 2 Meas.



BOOK Reviews

BUCHER, CHARLES A., *Foundations of Physical Education,* St. Louis, C. V. Mosby, 1952. 417 pp. $5.50.

Based upon the premise of the organismic unity of man this text is a very good introduction and orientation to professional physical education and its relationships to health education and recreation.

The various terms, trends and historical growths of the field are defined and outlined. The major aspects of physical education and the various school, church, and organization programs are well elaborated. The values or objectives for these programs are given and the professional training requirements and professional opportunities for the administration of and instruction in such programs are outlined in some detail.

A chapter each upon the physiological, psychological and sociological principles provide limited justification for the title, "Foundations of Physical Education."

Finally a helpful overview of the various major physical education associations, organizations and affiliations is briefly given.

The text best serves an introduction or orientation course in physical education, and is well done.

KARL W. BOOKWALTER

CANHAM, DON, and TYLER, MICOLEAU, *Field Techniques Illustrated,* The Barnes Sports Library, New York, A. S. Barnes, 1952. 96 pp. $1.50.

Equipment and training required opens this brief but helpful text for high school and college field men.

A chapter each is devoted to the running broad jump, high jump, pole vault, hop-step-and jump, shot put, discus throw, hammer throw, and javelin throw. A glossary and index aid in the use of the text.

A typical chapter deals with the history, requirements, techniques and training schedule for the event. The cuts and illustrations clarify the technical points and make for easy understanding.

The text is a fine source for independent reading or for a short course in field techniques.

KARL W. BOOKWALTER

CANHAM, DON, and TYLER, MICOLEAU, *Track Techniques Illustrated,* The Barnes Sports Library, New York, A. S. Barnes, 1952. 96 pp. $1.50.

This simple text is intended for young high school and college track aspirants. It appears to be quite suited to a short course in track techniques or for personal reading.

Equipment is discussed briefly. Training routine and exercise are well outlined. A chapter each is devoted to sprinting, the quarter-mile, middle distance running, distance running, cross country running, hurdling, and relay and board track running. A glossary and index aid in understanding and locating the contents.

The requirements, training technique, strategy, and practice schedule are given for each event. Each chapter has many enlightening cuts and illustrations.

This book appears to be an excellent and concise guide for the contestant and young coach.

KARL W. BOOKWALTER

MITCHELL, VIOLA, *Softball for Girls* (3rd Edition), The Barnes Sports Library, New York, A. S. Barnes, 1952. 96 pp. $1.50.

A brief history of softball introduces the text followed by a similarly short discussion of needs for form, stance, sight and practice.

Throwing (overhand, snap, sidearm and underhand), fielding (glove, fly balls, grounding, and practice suggestions), batting (the bat grip, stance, swing, follow through, bunt, and common faults), pitching (fundamentals control, types, tactics, fielding and practice), catching (glove, the position and practice suggestions), defense play (infield, outfield, and team play). Offense play, umpiring, scoring, and teaching softball comprise the chapters. A selected list of visual aids and an index add to the utility of this text.

KARL W. BOOKWALTER

NIXON, EUGENE W., and COZENS, FREDERICK W., *An Introduction to Physical Education* (4th Edition), W. B. Saunders Company, Philadelphia, 1952. 271 pp. $3.75.

This text is a simple, interestingly written, approach to the problem of introducing the professional student to the nature of his field. Each chapter contains a carefully annotated bibliography which enables the instructor to enrich the course and the student to obtain further information on topics which arouse his interest.

The place of physical education in the educational program, its historical background, scientific foundations and its aims, objectives and policies are well outlined and substantiated.

The program of activities, measurement, and opportunities for social training receive specific attention. Competitive sports and athletics are considered as well as education for leisure time. A chapter is devoted to teaching of skills and to reaching all students in the program.

The professional outlook is covered in terms of qualifications, leadership, and opportunities for the student in his profession.

KARL W. BOOKWALTER

SHAW, JOHN; ANDERSON, GEORGE F.; EPLER, STEPHEN; FLEMING, J. SCOTT; GABRIELSEN, MILTON A.; SIMMONS, ROY; and WILLGOOSE, CARL E.: *Selected Team Sports for Men,* Philadelphia, W. B. Saunders Co., 1952. 328 pp. $4.50.

Beginning with chapters on "The Place of Team Sports in Life" and the "Organization and Planning for Team Sports," the writers prepare the reader for the well written descriptions of their selected team sports. This book does not consider the so-called major sports of football, basketball, baseball and track but does consider sports which can be easily learned, are enjoyable and which present fewer facility and equipment problems.

Ice hockey, lacrosse, six-man football, soccer, softball, speedball, touch football and volleyball are described in this text. This book is written in such a manner that the reader could not only be self-taught but could easily teach the activities to another person. Sufficient basic skills are explained to enable the reader to both enjoy and understand the sport.

A glossary of terms, knowledge tests and review questions add value to this book. Illustrations supplement the descriptions of various techniques. This book is a must for the teacher who is concerned with teaching sports with a carry-over value.

JACK DAUGHERTY

VOGEL, O. H. (OTTS), *Ins and Outs of Baseball,* St. Louis, C. V. Mosby Co., 1952. 453 pp. $5.50.

This book brings to the reading public the many and varied baseball experiences of a successful college baseball coach. No single detail of the game has been omitted. Starting with a short chapter on "The Development of Baseball," the writer considers baseball from the first practice session to the conclusion of the season. A very thorough description of every offensive and defensive baseball skill is considered. The book is so well written that a novice can understand the manner in which each individual skill should be executed.

In addition to a consideration of the offensive and defensive skills, the writer considers many other aspects of baseball. Management aids, including such subjects as game preparations, team organization and the administration of the baseball program are considered. Instructions are given on the manner in which you keep charts and the use which can be made of these charts and records. Conditioning and training the baseball player and the care of injuries enhance the value of this book. After a discussion of the duties, qualifications and training instructions of the umpire, the writer ends with a very interesting chapter on his baseball observations, including definitions of baseball slang terminology so often heard but many times not understood.

This book is beautifully illustrated. A total of 167 illustrations supplement the well written ideas of the writer.

JACK DAUGHERTY

WILKINSON, CHARLES "BUD," *"Oklahoma Split-T Football,* New York, Prentice-Hall, Inc., 1952. 246 pp. $3.95.

This well written book is of value to both the beginning and the experienced high school and college football coach. "Bud" Wilkinson, one of the nation's outstanding coaches, has given the sound bases upon which his successful football system is founded. Every offensive detail, including quarterback strategy, is considered and the simple manner in which the author has presented his ideas enables the reader to understand the reason for and the manner in which each maneuver is executed.

Supplemented with excellent illustrations and figures, this book considers the football team from its breakdown into individual positions to the cohesion of eleven players as a well drilled unit. The reader is able to understand not only the complete repertoire of Oklahoma plays but also the reasons for the success of these plays. "Bud" Wilkinson adds to the interest of the book by relating stories of his own team to prove a point. This book is a valuable addition to every football coach's library.

JACK DAUGHERTY

Recent ARTICLES

CHAPTERS AND THE ECONOMIC STATUS OF THE PROFESSION. *Bulletin of the American Association of University Professors,* 37:2 (Summer, 1951).

A questionnaire was sent to the Chapters of the American Association of University Professors. This questionnaire requested information concerning increases in faculty salaries received since 1945 to offset the rise in living costs. Returns were received from 106 Chapters. Of the 106 returns, 104 could be used, at least in part. Those 104 were rather evenly divided between publicly supported and privately supported institutions.

The conclusions of the study were as follows: (1) the cost of living has risen sharply, and academic salaries have not kept up with it, making the economic status of the faculty, which was not too good before the war, much worse; (2) whereas the real income of college teachers has fallen, the real income of most other professions has risen, making the colleges unable to meet the competition of other callings in inducing persons of first-class ability to enter or stay in the teaching staff; (3) salaries at the home institution are not adequate to compete with other institutions in the region or group—institutions that "we" fondly but often mistakenly hope that "we" are actually competing with; (4) an unfavorable salary situation is inimical to the efficiency and morale of the members of the faculty, and if not remedied, bodes ill for the future of the institution as well as for the future of higher education in general in the United States.

JACKSON M. ANDERSON

DANIELS, ARTHUR S., "Baltimore's Plan for Interscholastic Athletics," *The Journal of School Health,* 22:3 (March, 1952), pp. 83-86.

In this article the author gives an account of the Baltimore Board of Education's plan for interscholastic athletics that seems to be an encouraging step toward improving modern athletic programs. This program is developed in the light of the many principles and standards recommended by authoritative groups in the field of physical education, and is in striking contrast to derogatory criticism of the present day which does so little to improve our athletic programs.

The two main points of the Baltimore Plan are the method of finance, and the emphasis on intramural sports, culminating in an interscholastic program. Under the new plan the athletic program is to be supported by specific allotment from the general education budget, just as any other phase of the education program. The other main point involves a new idea for an athletic program in which the first part of the sports program is basically intramural, with the final two weeks of each sport season given over to interscholastic competition.

It is thought that through this new program many of the pressures and undesirable practices which are characteristic of secondary school athletic programs can be avoided.

In conclusion the article shows how favorably the Baltimore Plan compares with the standards and policies set up in nationally recognized reports.

TERRY RANSBURY

DEISHER, ROBERT W., and BYRAN, ELIZABETH, "The Value of the Wetzel Grid in a School Health Program and Problems Related to Its Use," *The Journal of School Health,* 22:2 (February, 1952). pp. 44-59.

An interesting and informative article pointing out the values derived from use of the Wetzel grid in the school health program. The article also points out the problems that arise in execution of a program employing the Wetzel grid. Such problems include, promoting parental interest, training of personnel for use of the grid, etc. The need for good planning is evidenced here.

The authors recommend the use of the grid as a supplement to other successful screening devices now in use.

Also included is a manual prepared for teaching sessions on use of the grid.

Anyone contemplating use of the grid in the school health program may be able to save many otherwise wasted hours by reading this article.

WAYNE WORICK

LEE, CHARLES A., "Requirements for the Ed. D. and the Ph.D. Degrees," *The Educational Forum*, 14:4 (May, 1950).

Questionnaires were sent to Deans of Graduate Schools and of Schools of Education during the latter part of the 1947-48 school year. In order to secure information regarding the status of and requirements for the Doctor of Philosophy and the Doctor of Education degrees, the following questions were included in the questionnaire: (1) Is there a definite need for graduate schools to offer both degrees? (2) In case both degrees are offered, should there be a definite differentiation in the requirements? (3) In what year did your institution start a program leading to the degree of Doctor of Education? (4) Is a reading knowledge of a foreign language required for each advanced degree?

The study resulted in the following conclusions: (1) the Ph.D. degree continues to be the popular advanced degree, both as to number of institutions conferring the degree and the number of degrees conferred; (2) French and German constitute the principal languages required for the Ph.D. degree; (3) there is a definite trend toward elminating all language requirements for the Ed. D. degree; (4) there appears to be a definite need for the Ed. D. degree; (5) there is definitely a trend toward increased course hour requirements for the Ed. D. degree over the Ph.D.; (6) the number of institutions which are granting the Ed. D. degree appears to be increasing:

JACKSON M. ANDERSON

SELLERY, C. MORLEY, "Role of the School Physician in Today's Schools," *The Journal of School Health*, 22:3 (March, 1952), pp. 69-74.

Speaking in the light of many years' experience as School Physician and Director of the Health Services Branch, Los Angeles City Schools, Dr. Sellery traces the history of the role of the school physician through the several eras which are characterized by the nature of his work.

The eras which are discussed include: (1) Communicable Disease Control, (2) Medical Inspection, (3) Physical Examination, (4) The School Physician as a Health Educator, (5) The School Physician as a Medical Advisor, and (6) The School Physician as a Medical Educational Consultant.

The school physician is challenged to be prepared to speak the language of educators and to provide leadership and guidance in the fields where medicine and education meet.

This reviewer feels that this is no less a challenge to educators to be aware of the contributions which the school physicians are able and willing to make and to work with them in developing a more adequate school health program.

J. K. RASH

National Workshop on Recreation

C. K. Brightbill

Thirty leaders in the field of recreation met at Jackson's Mill, West Virginia, May 20-29, for the fifth of a series of workshops, financed and sponsored by the Athletic Institute. A summary of the accomplishments of the group will be found in a report entitled "Recreation for Community Living—Guiding Principles," available this fall from the Athletic Institute, Inc., 209 S. State St., Chicago, Illinois.

As George Hjelte, director of the workshop expressed it, the purpose was "to reconcile and synthesize views as to the place of recreation in American life today, and to promulgate guiding principles with an elucidation of their meaning and application for the guidance of all who assume responsibility as administrators, leaders, and teachers of recreation."

"Recreation for Community Living—Guiding Principles" will be useful to recreation, school and park administrators, to leaders of civic organizations and clubs, to teachers in the schools and colleges, to students, and to professional and voluntary recreation leaders everywhere.

Included in the report is data on the nature, scope, and significance of recreation, its historical stages and the relation of recreation to other fields, including physical education, organizational patterns of recreation in American life as well as guiding principles for age groups and citizens engaged in particular occupations. A most provocative section of the report presents principles in connection with problems of leadership, program, areas and facilities, finance, and general planning.

Participants in the workshop included Dr. Jackson M. Anderson, Theodore P. Bank, Charles K. Brightbill, Mrs. Rollin Brown, Mrs. Theresa S. Brungardt, George D. Butler, Reynold E. Carlson, Ellis H. Champlin, Milo F. Christiansen, Pauline des Granges, Charles E. Doell, Alfred K. Eckersberg, Dr. Harry D. Edgren, Dr. Gerald B. Fitzgerald, George Hjelte, Dr. J. Bertram Kessel, Olga M. Madar, Dr. Harold D. Meyer, Dr. Doris Plewes, E. H. Regnier, Mrs. Verna Rensvold, Thomas H. Richman, G. Ott Romney, Walter Roy, John G. Scherlacher, Mrs. Clarice O. Smith, Julian W. Smith, Dorothy B. Taaffe, J. K. Tett, S. S. Winans.

Who's Who in Phi Epsilon Kappa

Chester O. Jackson

C. O. Jackson, a native of DeKalb, Illinois, received his public school education in that city, the B.S. and A.M. degrees from the University of Illinois, and the Ed.D. Degree from New York University. He began his teaching career as director of physical education in the junior-senior high school of Menominee, Michigan. Since 1929 he has been at the University of Illinois where he is a professor in the School of Physical Education.

"C. O." has been active in many professional organizations. At the present time he is editor of the *Physical Educator*, the official publication of our fraternity. He received the Fellow Award of the Illinois Association of HPER in 1948 and of the AAHPER in 1949.

Brother "C. O." has given outstanding service and leadership on both the local and national levels, particularly in the areas of curriculum and vocational guidance. He has contributed many articles to professional publications, and has co-authored books on curriculum and method in physical education. He is listed in *"Leaders in Education"* and *"Who's Who in Education.*

It is with pleasure that we include him as one of the leaders in physical education (Prepared by K. W. B.).

Carl A. Troester, Jr.

Carl A. Troester, Jr., a native of Missouri, received the B.S. degree from Northeast Missouri State Teachers College, the A.M. from the University of Missouri, and Ed.D. from Teachers College, Columbia University. His experience includes service as an instructor at Missouri University Laboratory School, as a graduate assistant at Columbia University, as director of health and physical education and Dean of Men, Connecticut State Teachers College, and as Dual Professor of Physical Education and Education, Syracuse University. Currently he is executive secretary of The American Association for Health, Physical Education and Recreation.

Carl has been active in a number of professional organizations. He has served on several committees of the AAHPER, and was chairman of the school recreation section. He was elected president of the Connecticut Association for Health, Physical Education and Recreation, and edited the news bulletin of that organization for several years.

Dr. Troester has contributed numerous articles to professional publications, and has authored or co-authored several books. His professional contributions, and, currently, service in the AAHPER, have made him one of the outstanding young men in the profession.